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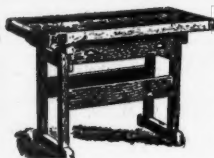
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THE SCHOOL JOURNAL

A Monthly Journal of Education

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OSSIAN LANG, Editor.

Christmas in the Common Schools.

The heated discussions regarding the celebration of Christmas in the common schools of New York City have revealed some peculiar misconceptions regarding the purpose of the American system of public education. A number of Christian clergymen appear to have permitted a sensation-mongering press to inveigle them into the anathematizing of "ungrateful immigrants escaped from tyrannous governments, who would annihilate our Christian institutions." Canon Chase thundered something about "they ought not to presume upon the generosity of our Christian institutions." The Daughters of the Revolution of the State of New York proclaimed hysterically "that this country was established in order that its inhabitants might worship the Lord Jesus Christ without let or hindrance." Altogether there has been a display of intolerance betraying the prevalence among supposedly intelligent people of utter ignorance of the foundations of the American common school. Intolerance and ignorance are ever close allies.

The conferences of Methodist and Baptist ministers, which condemned the Board of Education for its supposed order prohibiting the use of specifically Christian hymns and carols, had probably forgotten how the brethren and sisters of their persuasion were treated by the earliest New England colonists. The D. R. and S. A. R., too, may draw some wholesome inferences from a study of the attitude of the Puritans toward the immigrants of unapproved creeds. We of to-day consider the attitude of Lord Baltimore as the truer Americanism.

Trinitarianism is by no means the official religion of the United States. An occasional reading of the Constitution of our country may help the D. R. and S. A. R., and the protesting clergymen of Manhattan, Brooklyn, and elsewhere to get a right view of the controversy waged in New York City.

The Jew is not necessarily a newcomer to this country. If he cannot trace his ancestry back to the *Mayflower* he can point with pride to those of his race who shared in the struggle that gave us the Republic. There are Jewish families in New York City who are descended from some of the earliest settlers of New Amsterdam.

Furthermore, no one will maintain that the Jew lacks religion. The tenacity with which he has held to the creed of Abraham and the Mosaic law has been the wonder of the ages. But he does not flaunt his convictions on the public highway. His religion is too sacred for him to talk about on any and all occasions. He reserves its study for a special time and place. He quickly comprehends the principle of the common school. He believes thoroly in the separation of secular and religious instruction. His attitude is worth studying by the perorators on Jewish intolerance.

The talk about tyrannous governments from which the Jew escaped shows lack of information

as to how schools are carried on in other countries. In darkest Russia the Jew is not compelled to join in Christian ceremonial, and the singing of Trinitarian songs. In Germany every Jewish pupil in the public schools is excused from attendance at religious instruction. His convictions are respected and nothing is done to outrage his feelings. It is due, probably, to his experience under those monarchical governments, that he insists that his children shall not be compelled to participate in specifically Christian proceedings carried on under the auspices of the free American common school.

The calm public sentiment of the United States sympathizes with the devout Jew. It stands for the exclusion of sectarian teachings from the common schools. Under an excitement stirred up by yellow journals personal prejudices may momentarily gain the upper hand and make many forget their civic duties. The sober second thought of the people always responds to the idea underlying our common school system.

Sectarianism and the Schools.

The history of the discussion in New York City relating to Christmas celebration in the common schools, is of peculiar interest to schoolmen generally as it shows how lack of caution in matters concerning differences in religious creeds may raise untold trouble.

Two years ago charges were preferred against a Brooklyn principal by parents of Jewish pupils. It was claimed that he had used these words in the assembly exercises: "Christ blesses all but the hypocrites, and the hypocrites are those who do not believe in Him." The action of the principal, whatever it was, was disapproved by the Board's committee on elementary schools. Secretary Lucas of the Union of Orthodox Jewish Congregations used the case as a basis for a protest against the introduction of sectarian doctrines and practices in the schools. He asked the Board formally to take action. The Board gave full consideration to the matter and decided to rely upon the patriotism and Americanism of the school principals for the proper conduct of the Christmas exercises, recommending only the heeding of the views set forth in these resolutions:

Resolved, That the singing in the public schools of hymns or songs of a sectarian character should be forbidden.

Resolved, That the reading from any distinctively religious treatise or book, other than the Bible, be forbidden, and that all such books and treatises, if any, should be stricken from the text-book list.

Resolved, That assigning to pupils the task of preparing essays or compositions upon any distinctively religious topic be forbidden.

Resolved, That in holding exercises at the beginning of the winter vacation great care should be taken to eliminate

therefrom any matter of a sectarian or religious character, and that the City Superintendent of Schools issue a circular letter annually cautioning the principals and teaching staff in this respect, with a copy of this report.

This action was taken on February 13th, 1907. Thereupon the committee on text-books, libraries and supplies of the board of superintendents, adopted resolutions which may be found on page 590 of the printed proceedings of the Board of Education, for the meeting held May 29th, 1907. These resolutions were the real cause of the newspaper agitation. They read as follows:

Whereas the Board of Education by the adoption of a report of the committee on elementary schools on February 13th, 1907, defined its policy with respect to religious or sectarian hymns in the following resolutions:

Resolved, That the singing in the public schools of hymns or songs of a sectarian character should be prohibited and

Whereas In the body of said report it was suggested that the singing of sectarian songs may be avoided "by the elimination from the list of text-books of all books, if any, containing songs or hymns of this character." Therefore

Your Committee on text-books, libraries and supplies has examined all the music books on the list with a view to finding any songs or hymns therein that might be considered objectionable on sectarian grounds. The books in the attached list contain hymns that may be regarded as sectarian. The following is therefore offered:

Resolved, That the committee on supplies of the Board of Education be requested to inform the publishers of text-books on music on the supply list that all the sectarian hymns contained in these books should be eliminated before additional copies of said text-books may be supplied to the schools.

It appears that the Board of Education failed to take action on the report of the superintendents' committee. Nevertheless, publishers of text-books were given a friendly hint that sectarianism of every form must be eliminated from books to which the endorsement of the school authorities was sought. The task of adjusting all difficulties was now practically thrown upon the director of music in the schools, as the songs used at the Christmas celebration had been singled out for special criticism. Under the circumstances, the only thing to do for Dr. F. R. Rix was to caution his assistants to be guided in the selection of songs entirely by the resolutions of the Board of Education and the action of the superintendents' committee on text-books.

Somebody concocted for a Long Island paper a sensational story of the music teachers' conference. The New York *Herald* transformed the story into a huge stumbling block for fervid theologians. Other newspapers caught the cue and a great stirring of spirits was set in operation. Sermons were preached, conferences held, and denunciations and anathemas hurled around promiscuously. The belligerent forces were gathered to make an onslaught on the Board of Education. The firmness of President Winthrop, supported by the calm and dignified attitude of the other members of the Board, prevented the excitement from spreading still further beyond the bounds of reason. The Board simply announced that Christmas exercises would be held as usual and that the manner of conducting them would be left to the discretion of the principals and teachers as heretofore. That disposed of the whole matter so far as the Board was concerned.

Canon Chase and a few other militants, however, were not satisfied. They organized themselves into a committee and prepared a statement threatening "to bring a charge of sectarianism and improper conduct against any public school teachers who should be guilty of so acting as to forbid a child using the name of Christ in school exercises." There is to be "Peace on earth, good will toward

men" if Canon Chase and his cohorts have to fight all creation to bring this about.

On the whole, the agitation has been an excellent thing. We are too apt to consider first principles settled. The common school idea is so essentially American, so different from the school principles of other countries, that an occasional consideration of its meaning should really be welcome.

If the Protestant ministers insistent upon the teaching of Trinitarian doctrines in the common schools were right, the Catholics could well claim that their parish schools were common schools too. Or, if clergymen so thoroly believe that a school cannot be properly conducted without bringing in theological instruction of a Trinitarian character, why do they not live out the logic of their arguments and establish their own parish schools? There is no middle ground between the attitude of the Catholic church and the Jeffersonian common school.

The only thing to be regretted in the whole agitation is that the New York City board of superintendents did not stand by the very sensible action of its committee on text-books. There was nothing to be ashamed of. Courage at this time would have helped to settle a fundamental matter forever more. The common school principle is American: it is right.

Our Times, for some time past published by A. S. Barnes & Company, has been merged with the *Pathfinder*, which is published fifty-two weeks in the year instead of forty-two. Some of the best features peculiar to *Our Times* will be continued and the purpose will be to make the paper more varied, more comprehensive and more instructive than ever. All communications should be addressed to the *Pathfinder*, Washington, D. C.

A Man of Courage.

(By A Disinterested Observer)

"Out of the ruck of flying accusations, charges and answers in the educational war at Washington, rises one blood-stirring fact: the school superintendent has nerve. Chancellor is refreshing. Singularly keen and searching in his analysis of school defects, he was called to the dear old colonial system of the Capital to bring it towards 1907. Now that he is doing it the old familiar tactics of obstruction, foot-tripping, pull-back and sand-bag are to the fore.

"What do you want, Washington? A man to jolly you along, telling you, in the old familiar strain, that your school system is the finest in the world? Do you want peace or progress? You can't have your cake and eat it. Your school board may, as has been sometimes done, conclude that the nucleus, center and essence of public education is the dignity and reverence of trustees. They may cry out, "Here is a schoolmaster that neither respects nor obeys us, let him be anathema."

"The fact remains that Chancellor knows what good schools are and how to make them. He is the farthest remove from a jollier and a grand-stand player. You may remove him as you may dismiss the physician who tells you your liver is second-rate and your peristalsis is no very great shakes. Official persistence may worry Chancellor into petulance and indiscreet retort. Talking back is the perquisite of manly men. Up to date, he has borne himself with singular strength. Washington may dismiss Chancellor, as any city may dismiss her servant, but she can not humiliate nor degrade him. He's not in education for fame, or position, or money, or for Chancellor, but for service. He will land on his feet whether he drops in Maryland or Texas, and go on doing educational work whether it be in a city of a million or a village of a thousand.

"The disgrace will fall upon the city herself should she fail to back up the man who knows what ails her schools and is ready and able to tone them up."

Civic Virtue Made Impressive in School.

By SUSAN WAHLE.

As I had read with interest and conviction THE SCHOOL JOURNAL'S various arguments for making the school a real factor in the civic life of its community, I accepted with satisfaction the editor's invitation to observe the New York Washington Irving High School's illustration of this idea as exemplified in some memorial exercises in honor of the late Randolph Guggenheimer, a man whose life lesson is singularly that of long and extended social service. It strikes me that I cannot recall any other example of funeral services being held in a school, tho no doubt there may have been such cases. I query whether there have been such exercises conducted with such solemnity and impressiveness by young girls under eighteen years of age. Here was an occasion on which the President of the Board of Education, the acting Mayor of the city, and men prominent in the highest concerns of the life of the metropolis gathered under the lead of a girl not out of her teens and joined, in a unique democratic manner, in paying tribute to the memory of one whom by a common impulse old and young wanted to honor.

It seems that Mr. Guggenheimer had held the position of Chairman of the New York Board of Education's Committee on High Schools. His business office was not very far from the Washington Irving High School. He had, according to what I learned from the speech of President Winthrop, taken an especial interest in this particular school because its members come especially from families that are making their way upwards by the hardest kind of toil. The school was founded a few years ago as an offshoot from the great Wadleigh girls' school, which moved out of the crowded downtown section to a splendid new building in the more aristocratic upper west side. To preside over the few girls quartered in the worst old buildings I ever saw used for school purposes, the Board called William McAndrew, formerly of the Pratt Manual Training High School. The principal told me that the school has grown from three hundred to two thousand and has discovered in the teachers and girls a variety and amount of talent for social service that is remarkable.

"All you have to do here, when any occasion presents itself," he said, "is to call a meeting of teachers and pupils and tell what is to be done and then ask for suggestions as to how it is to be done. You always get more ideas than you can use. This gives you an opportunity to select the best."

"It was like this," said one of the young women with whom I talked. "Mr. McAndrew turned over to our students' association a letter from Mrs. Guggenheimer, saying that her husband had spoken so much about this school that she wanted to present us a portrait of him. Of course, we wanted it and we wanted all the family and friends of Mr. Guggenheimer to realize how much we respected him. We are used to preparing programs ourselves for special occasions so it was natural that we should plan a memorial service."

I was met at the door by a committee of young women gowned in white, who welcomed me and put me in charge of a girl who showed me to a seat among the guests in the assembly hall. I sat near Mrs. Harry Hastings, of the School Board, who called my attention to the entire absence of teachers in an official capacity. She said the principal and instructors were sitting in the audience as ordinary visitors.

On the platform were President Winthrop and Commissioner Higgins, of the Board of Education,

President McGowan, Acting Mayor of New York, and Mr. Herbert Gunnison, of the Brooklyn *Eagle*, who had been associated with Mr. Guggenheimer in the latter's annual dinner and entertainment for newsboys. Mrs. Guggenheimer and her daughter, in deep mourning, with about seventy-five close friends of the family, occupied reserved seats to the right; eight or nine reporters of the city newspapers were given special seats by the ushers.

A girl of sixteen or seventeen years, Miss Emma Dietz, opened the services by reading from the Old Testament a beautiful passage regarding the good men who pass away and leave the memory of their deeds as a memorial to their children. She then called upon the audience to rise and salute the flag. Two other white-clad girls came quietly forward with a silk banner, the gift of Mr. M. S. Stern. The entire audience rose and saluted it while a choir chanted the words "I pledge allegiance to my flag and to the Republic for which it stands, one nation indivisible with liberty and justice for all." Then this young lady, Miss Dietz, announced the purpose of the meeting and introduced the various speakers in a clear and quiet voice and with a composure that seemed to me remarkable.

"How much rehearsal do they have for an event of this kind?" I asked Mrs. Hastings.

"Every day is a rehearsal," she replied. "There are six different assembly exercises in the four different buildings of the school and each week a different girl presides. It is as much a part of their training as to stand up and recite in a classroom. I never saw a teacher preside at any of their assemblies."

President Winthrop told of Mr. Guggenheimer's educational services. A young girl, Otilia Wetter read the letters of regret from members of the Board of Education who were absent. Again I was impressed with the natural but effective elocution of these Washington Irving girls. I learn that Miss Emma Lowd, Miss Elinor Nightingale, Miss Mary Craig, and Miss Helen Cohen, members of the faculty, take charge of this branch in this building and that the platform reading and speaking is almost entirely conversational, with no artificial rules, merely an impregnation of the reading with understanding and with a desire to interest the girl who happens to sit farthest from the stage.

Commissioner Thomas J. Higgins made a remarkable address, combining with numerous anecdotes of Mr. Guggenheimer pointed applications to the daily duties of school girls. He showed how democratic the late chairman was and how pleased with the democratic atmosphere of this school with its absence of exclusive clubs and Greek letter societies.

President McGowan, who, I was told, maintains the warm interest in the school he developed when a member of the Board, acted for Mrs. Guggenheimer in presenting the picture. Then three girls in white came forward and removed the American flag which veiled the portrait and draped the colors at the edge of the frame.

"For the Washington Irving High School," said Miss Ethel Rowell, "I accept from Mrs. Guggenheimer this portrait of our beloved friend. We shall never look upon his strong, dignified face without recalling the high motives that were his guide in life and his exhortation to us."

Then to soft music, five beautiful girls, Miss Emily Farron, Miss Racine Curtis, Miss Mabel Norton, Miss Laurita Perez, and Miss Pauline

Cohen, brought flowers and wreaths and laid them before the picture.

"A rose," said one, "symbol of affection. He loved his fellow men; he loved the poor, he was in his home life most kind and tender."

"Laurel," said another, "typifying ambition and perseverance. He rose from humble beginnings to places of great honor."

"Leaves of grass," said a third. "This stands for service. He gave of his substance and of his time and strength to help the poor and lowly."

A choir of sweet girlish voices began, without any announcement, Mozart's hymn, "who treads the path of duty nor halts when honor calls."

I have never seen so beautiful a service as this unveiling, placing of tributes and chanting of the hymn. It was the perfect result of extended practice in doing the suitable thing in the suitable way. Everything seemed to belong. It was suitable that the career of such a man should be made the basis of so impressive a lesson for those soon to go out into real life, it was fitting that the members of the Board of Education should use the opportunity to impress upon the students the importance of an occasion that would bring men in such large numbers to a school on a business day. It was impressive to see these young women subdued by the

thought of the solemnity of death and tenderly sympathetic with the bereaved woman whose thought in her great sorrow had been of the school which her husband had befriended.

No address of the day was more impressive than that of another school girl, Miss Ada Schlacter, who told of Mr. Guggenheimer's visits to the school and how he had sent cable greetings to it from across the sea, what he had said in various assembly talks, and how he had offered to provide for a feast for all the Randall's Island orphans and the Washington Irving girls when the school gave its last Kermess on the island for the benefit of the feeble-minded children.

It is events like this, where the man of affairs will come to the school and join in with the students in celebrating civic virtues, that seem to me to present an unparalleled opportunity for welding education into our social life. Thanks to such influences as THE SCHOOL JOURNAL'S in urging the use of the school building for every worthy assemblage of the people, school halls are lighted many a night now, whereas a score of years ago they were dark enough. But this Washington Irving exercise impresses upon one the fact that not the building alone, but the very school itself, can be brought to touch the life of our times in ways alike uplifting to it and to the community, too.

How One School Studies Local History at Milton, Mass.

(Outline used with Grade 5, by NETTIE P. HOUGH.)

[From *The Milton School Journal*.]

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|---|--|
| <p>Milton History.</p> <p>Position in Massachusetts.</p> <p>Boundaries—</p> <p> Neponset River, north.</p> <p> Quincy, east.</p> <p> Blue Hill River and Randolph, south.</p> <p> Hyde Park, west.</p> <p>Part of Dorchester at one time.</p> <p>Size of town.</p> <p>Surface—</p> <p> Absence of level land.</p> <p> Great Blue—outlook during war. Highest point of land.</p> <p> Observatory.</p> <p> Blue Hills—</p> <p> Chickatawbut.</p> <p> Hancock—story of J. Hancock.</p> <p> Bear.</p> <p> Bugbee.</p> <p> Glover.</p> <p> Fenno.</p> <p> Brush Hill.</p> <p> Milton Hill.</p> <p> Academy Hill.</p> <p> Wadsworth Hill.</p> <p>Climate.</p> <p>Indians of Milton—</p> <p> Headquarters of tribe.</p> <p> Cornfields.</p> <p> Kindness to early settlers.</p> <p> Pestilence.</p> <p> Removal to Ponkapog.</p> <p>Early settlers—</p> <p> From Plymouth and Braintree.</p> <p> Date of coming.</p> <p> Where they settled.</p> <p> Interest in Indians.</p> <p> John Eliot (Eliot Street.)</p> <p> Difficulties in going to church.</p> <p>Milton—</p> <p> Why so named.</p> | <p>Freed from Dorchester (reasons).
Incorporated, 1662.</p> <p>Noted people—</p> <p> Governor Hutchinson.</p> <p> Governor Belcher.</p> <p> Peter Thatcher (story of his watch).</p> <p>Old landmarks—</p> <p> Pound.</p> <p> Powder house.</p> <p> Cradle of Liberty.</p> <p>Early industries—</p> <p> Fishing.</p> <p> Lumbering.</p> <p> Shipbuilding.</p> <p> First grist mill.</p> <p> First powder mill.</p> <p> First paper mill.</p> <p> First chocolate mill.</p> <p> First pianoforte (Benjamin Crehore).</p> <p> First railroad.</p> <p> First railroad car.</p> <p>Present industries—</p> <p> Manufacturing—</p> <p> Chocolate.</p> <p> Crackers.</p> <p> Paper.</p> <p> Farming.</p> <p> Ice gathering.</p> <p> Floriculture.</p> <p>Seal of Milton—</p> <p> When adopted? Why?</p> <p> Early occupations shown on seal—</p> <p> Ship building.</p> <p> Fur trading.</p> <p> Farming.</p> <p> Hills.</p> <p> Milton.</p> <p> Motto.</p> <p>Present inhabitants.</p> <p>Present villages of Milton.</p> <p>Churches.</p> <p>Schools.</p> |
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The Group System of Teaching.

By ASSOCIATE SUPT. ANDREW W. EDSON, New York City.

Much has been said of late at educational gatherings and much has been written about the division of classes into groups in the main subjects. This discussion has led thoughtful teachers more and more from mass teaching to individual instruction. Mass teaching is apparently in the line of least resistance, and unless the attention of teachers is directed constantly to the many advantages of separating a class into two or more groups, this separation will not be made. In connection with mass teaching there comes a tendency to make the recitation too prominent. This is owing partly to the fact that teachers when closely supervised feel that their work and worth are determined largely by the recitation.

The object of classification is to place pupils in right relations to work and to each other, and to facilitate progress thru the grades. In any school, differences are sure to exist in the age and maturity of pupils, in their ability and power of application, in regularity of attendance, and in the amount of assistance rendered at home; and these differences must be recognized.

Some of the disadvantages that are often apparent in mass teaching are: A loss of individuality; a loss of time in manipulating the machinery; and an unfavorable effect upon the bright pupils as well as upon the dull ones. Any system of grading has a tendency to hold in check the bright pupils and thus to stifle rather than quicken mental activity. On the other hand, in the usual plans of grouping, the dull and slow pupils are likely to fail to grasp much of the work that the brighter pupils can do readily, and thus lose interest in their work.

The essentials in any well arranged and wisely supervised system of schools are: A broad and flexible course of study; short intervals for promotion; and individual attention at every step. The principle involved in promotion should be clearly kept in mind, namely: *Promote a pupil at any time when the work of the grade above better meets his needs than does the work in the grade in which he happens to be placed.* It should, therefore, be the ambition of a teacher to advance deserving pupils rather than to hold back the class leaders. Loose gradation affords the teacher an opportunity to recognize and reward effort, to promote and demote pupils easily, and to re-classify frequently.

The main arguments in favor of teaching pupils in a single division are (a) fewer classes, (b) more time for each class exercise, and presumably more thoro work, (c) closer attention to business on the part of all pupils in the room, and (d) less work for the teacher.

These arguments may seem unanswerable to the teacher who has never divided her class into groups for purposes of study and recitation. Let her give the plan a fair trial and she will find an answer to her doubts. The real excuse in most cases for hesitation in dividing a class into groups is that it may make more work for the teacher, an excuse that does not deserve serious consideration.

The main arguments in favor of at least two divisions in the main subjects in a class are: (a) A small group of pupils can be kept interested, attentive, and mentally alert better than can a class of forty or fifty pupils. In other words, any teacher, however skillful and successful she may be, will hold the enthusiastic attention of one-half or one-third of the class better than she can of the entire class, and can do more and better work with a small group in fifteen minutes than she can with a large class in thirty

minutes. (b) A definite time for study is afforded. The wise teacher in the elementary grades regards the study period, if well used, of as much value to the pupils as the recitation period. Unless the program allows a definite time for study as well as for recitation, independent and thoro study is sure to be neglected. (c) The power of concentration and inhibition will be strengthened by a division of the class into at least two groups. Pupils who recite in a single division are apt to grow intellectually helpless; they cannot apply themselves with vigor to the work in hand, and when they enter high schools, they find it impossible to prepare their lessons without the constant oversight and assistance of the teacher. (d) There is less inclination on the part of the teacher to render assistance in group teaching than when the class recites as a single division. The teacher must necessarily talk and explain less in short periods with two divisions than in a long period with a single division. And a point well worth consideration is the fact that her questions and explanations must be given in a quiet voice, lest she disturb the division which is preparing a lesson. (e) During the recitation there will be more attention to the individual child in a small group than in a large group, and more opportunity for wise assistance and the promotion of deserving pupils.

The plea in favor of two divisions in any class resolves itself, therefore, into a plea for greater care and closer oversight of the individual pupil. The special plans that have been presented in the past few years by Superintendents Search of Pueblo, Shearer of Elizabeth, Cogswell of Cambridge, Van Sickle of North Denver, Reed of Odebolt, and Kennedy of Batavia, all have as their basis the special needs of the individual child.

No division of a class into two divisions should be undertaken unless the teacher enters upon it willingly and enthusiastically. It may be best at first to divide the class in but a single subject, and possibly never in more than two or three subjects. In writing, drawing, constructive work, physical training, music, spelling, composition, and in development work, it is not necessary to have more than a single group in a room. In any division, it may be best to have the same number of pupils in each group, or one group may have twice as many as does the second group, everything depending upon circumstances. It may at times be well to have the groups identical in all subjects, or it may be wise, for instance, to have a pupil in language in Group A, and in arithmetic in Group B. It all depends, again, upon the ability of the individual pupil and upon the purpose of the teacher in making the division.

It should be the invariable practice of a teacher to give some attention to the work in which pupils have been engaged during the study period. If this is not done, children will grow careless, and the study period will be worth little to them. The inspection may be brief, but it should be made.

In a very large number of the schools of the City of New York, special classes have been formed within the past few years. Grade C classes for the purpose of teaching English to foreigners; Grade D classes for the purpose of giving a good elementary education to over-age pupils, who must secure an employment certificate as soon as the law permits, and Grade E classes for over-age pupils who may be induced to remain in the school and complete the elementary course, if given special attention for a

term or two at the time when they are most likely to drop out of school. These classes have proven a God-send to thousands of children in our schools.

In some schools the plan has been followed of forming *plus* classes, so-called, by placing in the hands of a strong and enthusiastic teacher the brighter pupils of the regular promotions with the hold-overs of the grade. The class remains with the teacher for a full year, and is able to cover three terms' work in two terms. This is working admirably in many of the schools. In some cities the plan has been tried of placing two separate grades in each class room, in order to secure group teaching.

The following are suggestive programs for teachers who are considering the advisability of making two groups in their class work:

PRIMARY GRADES.

Time	Length		Divisions	
Begin	Min.	Recitations	A	B
9:00	15	Opening Exercises	..	..
9:15	20	Writing	..	..
9:35	15	Arithmetic A	..	X
9:50	15	Arithmetic B	X	..
10:05	15	Composition	..	..
10:20	20	Recess and Phy. Trg.	..	..
10:40	20	Reading A	..	X
11:00	20	Reading B	X	..
11:20	30	Drawing, Sewing and Construc- tive Work	..	..
11:50	10	Music	..	..
12:00	..	INTERMISSION	..	..
1:00	20	Reading A	..	X
1:20	25	Nature Study	..	..
1:45	15	Composition	..	..
2:00	20	Recess and Phy. Trg.	..	..
2:20	10	Drawing and Constr. Work	..	..
2:30	20	Reading B	X	..
2:50	10	General Exercises	..	..
3:00	..	DISMISSION	..	..

GRAMMAR GRADES.

Time	Length		Divisions	
Begin	Min.	Recitations	A	B
9:00	15	Opening Exercises	..	..
9:15	15	Study	X	X
9:30	10	Arithmetic (Mental)	..	..
9:40	15	Arithmetic A	..	X
9:55	15	Grammar	..	..
10:10	15	Writing	..	..
10:25	10	Recess and Phys. Trg.	..	..
10:35	15	Arithmetic B	X	..
10:50	15	Reading A	..	X
11:05	15	Reading B	X	..
11:20	40	Drawing and Constr. Work	..	..
12:00	60	INTERMISSION	..	..
1:00	15	Study	X	X
1:15	25	Composition	..	..
1:40	25	Geography or History A	..	X
2:05	10	Phy. Training	..	..
2:15	25	Geography or History B	X	..
2:40	10	Spelling	..	..
2:50	10	Music	..	..
3:00	..	DISMISSION	..	..

	A division	or Both	B division
9.00	_____	Opening Exer- cises	_____
9.15	_____	Study Arith.	_____
9.30	_____	Mental Arith.	_____
9.40	Arithmetic	_____	Study Reading
9.55	_____	Grammar	_____
10.10	_____	Writing	_____
10.25	_____	Recess & Phys. Training	_____
10.35	Study Reading	_____	Arithmetic
10.50	Reading	_____	Study Spell. & Composition
11.05	Study Spelling &	_____	Reading

	Composition	Dr. and Constr.	_____
11.20	_____	Work	_____
12.00	_____	Intermission	_____
1.00	_____	Study Geog. or History	_____
1.15	_____	Composition	_____
1.40	Geog. or Hist.	_____	Study Gram.
2.05	_____	Phys. Training	_____
2.15	Study Gram.	_____	Geog. or Hist.
2.40	_____	Spelling	_____
2.50	_____	Music	_____
3.00	_____	Dismission	_____

NOTE: X is a study period for the divisions indicated.

Educational Meetings.

December 5-7.—National Society for the Promotion of Industrial Education, Chicago.

December 20, 21.—Southern California Teachers' Association, Los Angeles.

December 26, 27.—Indiana State Teachers' Association, Indianapolis.

December 26-28.—New Jersey State Teachers' Association, Atlantic City. B. Bayer, Atlantic City, president.

December 26-28.—High School Department, Pennsylvania Educational Association, Harrisburg.

December 26-28.—Montana State Teachers' Association, Missoula.

December 26-28.—New York State Teachers' Association, Syracuse.

December 26-28.—Associated Academic Principals of New York State, Syracuse.

December 26, 27, 28.—The Southern Educational Association will convene in Lexington, Ky. Local arrangements have been made, and the program is now being prepared. For further information address any of the following: Supt. R. J. Tighe, president, Ashville, N. C.; Prin. J. B. Cunningham, secretary, Birmingham, Ala.; Prin. Milford White, local chairman, Lexington, Ky.

December 30-31, January 1.—Associated School Boards of South Dakota, Watertown.

December 30, 31.—South Carolina School Improvement Association; South Carolina County Superintendents' Association; South Carolina City Superintendents' Association, Columbia.

December 31-January 3, '08—Colorado State Teachers' Association.

December, last week.—California State Teachers' Association, Santa Cruz.

December, last Week—Texas State Teachers' Association, Houston.

December 31-January 2, '08—Washington State Teachers' Association, Seattle.

December 31-January 3, '08—Iowa State Teachers' Association, Des Moines.

January 1-4, '08—Minnesota Educational Association, St. Paul. President, J. M. McConnell, Winona.

June 29-July 3, 1908—National Educational Association, Cleveland.

THE SCHOOL JOURNAL

A MONTHLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 37th year. Subscription price, \$1.00 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued two monthlies—TEACHERS MAGAZINE (\$1.00 a year) and EDUCATIONAL FOUNDATIONS (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education. A large list of teachers' books and aids is published and kept in stock.

A. S. BARNES & CO., PUBLISHERS, 11-15 E. 24th Street,
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A Visit to a Manhattan School.

By A. R. P.

The principal's ideas on discipline are from the standpoint that every plan possible should be adopted to prevent annoyance and the repetition of acts that have no place in the school. It takes energy and perseverance to break up disagreeable acts, and the wiser way is to see that they are not committed, or if they are, to see that they are not committed the second time.

In order to place his pupils advantageously so that those naturally good may be farthest away and those who find it more difficult to conform to customs may be closer to the teacher, his classes are divided into four grades. Those whose conduct is exemplary occupy seats farthest remote from the teacher's desk; those who are less amenable sit nearer; and the most refractory of all, perhaps, are placed directly in front of the desk where their actions may be carefully studied without their knowledge.

The principal believes that the greatest care should be bestowed upon incorrigibles. If there are six really bad boys in the school while all the others are good the latter may be safely left to themselves with their studies while the teacher bends her energies upon settling the difficulties presented in the cases of her refractory six. There are advantages in this plan which will be evident to educators.

The principal has an original method whereby he cools off boys who are sent to him fuming with rage over fancied ill usage because they have been in a broil with their teachers. As the boy presents himself at the principal's door he is told to sit outside the office and do a piece of work which is taken from a pack of cards that have been prepared by the teachers. One is a beautiful poem which the boy is told to learn or copy in his best writing several times; one is a descriptive bit from an historical work; another is a map that must be drawn or studied. By the time the principal is ready to talk the matter over, the culprit's wrath has cooled off and he will listen to reason. In the meantime the principal has seen the boy's teacher, heard her story, and is ready for the boy's version. But he looks at his action far differently after he has learned Shelly's "Skylark" or Longfellow's "Builders."

This principal believes in forcing parents to co-operate in settling difficulties between their children and teachers. To this end a *Complaint Blank* is used.

PUBLIC SCHOOL.*—MALE DEPT.

COMPLAINT BLANK.

Pupil's Name.....
Date.....
Parent.....
Address.....
Nature of Disorder.....
.....Teacher.
.....Class.

When a boy has been disorderly and repeats the conduct, his teacher fills out one of these complaint blanks and sends it to the principal by the pupil under ban. On the way he reads over what he has done, and probably thinks it looks more serious on paper than it did when it really happened. The principal takes the blank, sees the nature of the disorder, and assigns work to the boy on the plan mentioned above. Then he consults the teacher. If they decide that it is a case where parents should be seen, a note is dispatched containing the cause of the trouble, and the parent is asked to call on the principal if possible. Many really serious cases are disposed of in this way, and with beneficent results.

The blanks are all filed, and if a parent comes to the school with wrathful intent against the principal, he has a handful of complaints, perhaps, to direct the wrath from the educators to the boy himself.

When a pupil enters this school for the first time he is supplied with a signature blank similar to the following:

PUBLIC SCHOOL.*—MALE DEPT.

SIGNATURE BLANK.

Pupil's Name.....
Father.....
Mother.....
Address.....
Occupation.....
Business Address.....

If the father is dead a colored line is drawn opposite the word; if the mother is dead the same is done; if both father and mother are dead, the guardian's name is substituted. The blank is filled out the first week, and is filed for future reference. When a boy passes from one grade to another he carries his blank with him. This obviates unnecessary questions relative to the boy's parents and often is the means of generating instant sympathy in the teacher for the motherless, or fatherless, or even orphan child.

Again, the principal has a record of the parents' autograph, which is a living witness against forged reports. It is only necessary to compare the signature on a report card with the signature on the pupil's blank to prove his honesty or dishonesty. Forgery in this school is, consequently, reduced to a minimum.

There is yet again a use to which this blank is put. It shows whether the child's parents are educated or not. If a boy is deficient in his English work, his signature blank is consulted. The father may be a lawyer. This means that there is education back of the boy, and, other causes being equal, he should have a better command of his mother tongue. The matter is looked into and it is found that inattention and carelessness are the prime defects, and the teacher is requested to bear down hard on the idler. At the same time a note is despatched to the father, stating the condition of affairs, and asking his co-operation in bringing his boy to terms.

If, on the other hand, the boy's signature blank indicates an illiterate father, the pupil is treated leniently and sympathetically, while every effort is made to improve his English.

The supplementary reading used in the grades is carefully selected. It includes for the highest classes the following:

- 7B.—Marmion; Julius Caesar.
- 7A.—Bryant Leaflets; Patriotic Citizenship.
- 6B.—Lowell Leaflets; Seaside and Wayside, No. IV.
- 6A.—Guerber's Story of the Colonies; Our American Neighbors; The Hoosier Schoolboy.
- 5B.—Stickney's Bird World; The Land We Live In; Stories of the Greeks.
- 5A.—Andrew's Ten Boys; Modern Europe; Story of Our Country.
- 4B.—First Steps in the History of Our Country; Robinson Crusoe; A Reader in Botany.
- 4A.—Our World Reader; Eugene Field Book; Sheldon's Supplementary Reader; Eggleston's History.

Class Poems.

- 7A.—A Forest Hymn. Bryant.
- 7A.—Charge of the Light Brigade. Tennyson.
- 6B.—Mercy. Shakespeare.
- 6A.—The Chambered Nautilus. Holmes.
- 5B.—Excelsior. Longfellow.

- 5A.—Abou Ben Adhem. Hunt.
 4B.—The Landing of the Pilgrims. Hemans.
 4A.—The Arrow and the Song. Longfellow.

Appreciative Study.

- 7B.—Evangeline.
 7A.—Revenge. Tennyson.
 6B.—Gray's Elegy; Vision of Sir Launfal.
 6A.—Snowbound; Paul Revere's Ride.

Criticism of Books for Composition.

6B.—Tom Brown's Schooldays; Uncle Tom's Cabin; Last of the Mohicans; Oliver Twist; Little Lord Fauntleroy; Tom Sawyer.

The system which is used for marking papers is excellent. Each pupil is provided with a set of marks that are used thruout the grades in correcting work. If a word is misspelled the character which is used for this correction is placed opposite the error.

When a paragraph has been dictated, the pupils pass papers and correct each other's errors, placing the entire number at the foot of the exercise. The paragraph is again written, the papers are exchanged, and again the errors are noted at the foot.

Dictation in this thoro manner is taken at stated intervals during the week. The teacher of each grade also corrects dictation tests from time to time.

The advantage of having pupils correct with the marking system is that critical habits are formed and they are forced to look up their own errors. If it is a misspelled word they must find out the correct spelling or search for it in the dictionary.

A Lesson on Feldspar.

[Given by Jane I. Scott, Model Teacher, Grade IV, in Lewistown (Maine) Normal Training School. Reported by Lizzie B. Morgan, Senior.]

Miss Scott first obtained from the children the names of the minerals of which granite is composed.

Three minerals which make up granite are mica, quartz and feldspar. Mica and quartz having been studied, were briefly described.

Now feldspar was to be studied.

The teacher held a piece of feldspar before the class. This piece was a yellowish white, but there are different colors. It is the feldspar which gives granite its color.

The children found where feldspar came in the scale of hardness. By scratching it with glass, which is number five in scale of hardness, it was found to be harder, or number six.

The feldspar was found not to be transparent.

Since pieces could be taken off with a knife, the structure of the feldspar was said to be in layers.

Miss Scott wrote the properties of the mineral on the board, as follows:

Feldspar	{	Yellowish white. Hardness, No. 6. In layers. Not transparent.
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As the action of frost decays leaves in the fall, so with feldspar. It changes into clay, and in this way it is used a great deal. As it changes into clay it is called "decomposed feldspar."

Next, the uses were given.

Uses.—Earthenware, marbles, tents, flowerpots, and "nappies."

One child mentioned clay as being used by Mr. Robin in building his nest. I observed the following points:

The children found out as much as possible for themselves.

The teacher insisted on answers in full sentences. One question led to the next.



Edna Dean Proctor,

The Sweet Singer of America, friend and associate of Whittier, Longfellow, Holmes, Emerson, and others of the greatest poets of our country.

Miss Proctor has been for several years an interested reader of THE SCHOOL JOURNAL. When the preparations began for the hundredth anniversary of the birth of the good Quaker poet, she wrote, "I can say nothing that I should prefer to my little poem for Whittier, 'The Morning Star,' and I shall be glad to have you reprint it in his honor and to his memory."

The Morning Star.

[John Greenleaf Whittier died at dawn, September 7, 1892.]

"How long and weary are the nights," he said
 "When thought and memory wake, and sleep has fled;
 When phantoms from the past the chamber fill,
 And tones, long silent, all my pulses thrill;
 While, sharp as doom, or faint in distant towers,
 Knell answering knell, the chimes repeat the hours,
 And wandering wind and waning moon have lent
 Their sighs and shadows to the heart's lament.
 Then, from my pillow, looking east, I wait
 The dawn, and life and joy come back, elate,
 When, fair above the eastward hill afar,
 Flames the lone splendor of the morning star."

O Vanished One! O loving, glowing heart!
 When the last evening darkened round thy room,
 Thou didst not with the setting moon depart:
 Nor take thy way in midnight's hush and gloom;
 Nor let the wandering wind thy comrade be,
 Outsailing on the dim, unsounded sea—
 The silent sea where falls the muffled oar,
 And they who cross the strand return no more;
 But thou didst wait, celestial deeps to try,
 Till dawn's first rose had flushed the paling sky,
 And pass, serene, to life and joy afar,
 Companioned by the bright and morning star!

[From Edna Dean Proctor's "Songs of America," by special permission.]

A Sale at the Speyer School.

THE PRACTICE SCHOOL MAINTAINED IN CONNECTION WITH TEACHERS COLLEGE, NEW YORK CITY.

Nearly ever winter the Speyer School, of New York City, has a sale. The articles sold are made by the pupils as manual work, and the sale is conducted by them. So much of the general public as may be interested is invited to be present and buy.

The proceeds of last year's sale went for gymnastic apparatus for the open-air playground on the roof of the school building. Preparations for this sale were under way for weeks before the eventful time arrived. It was made the basis of work in composition, arithmetic, and most of the other studies, as well as in manual training. Everybody had a beautiful time with it all, and after it was over each grade took some part in writing its history.

A type-written copy of an explanation, the ultimate purposes of the sale, and the plans to be carried out, was given to each of the teachers. It reads, in part, as follows:

Aim: (a) To provide a legitimate centering for many activities. (b) To interest the entire school (heads of departments at Teachers College and their students, teachers and workers at Speyer School, children of Speyer School), in a common project.

To raise a fund for buying several pieces of apparatus for out-door gymnasium (on roof).

Pupils Approached: Interest aroused by telling about city out-door play-grounds. Possibilities of our roof discussed. Committee appointed to visit Seward Park Play Center and East Thirty-fourth Street Play Center. Committee to present report on possible pieces of apparatus. Committee write to dealers and report on estimated cost.

Suggested pieces of apparatus which are to be especially investigated: Slides, Tether Ball, Swings, Giant Strides, Flying Rings, Teeter Board.

In Charge of Management of Sale: Grade VII will concern itself with the general management of the sale. The pupils will acquaint themselves with the work of all committees, constituting themselves critics and advisors. They will request written reports of all business covered during committee meetings. At stated intervals they will briefly summarize the progress which has been made.

In Charge of Finance: Grade VIII. Opportunity given for simple bookkeeping. This grade will assume the entire responsibility for keeping the accounts necessary for this sale.

SPECIAL COMMITTEES:—

1. *Examining Committee.*—No article shall be placed on sale until it has been inspected by the examining committee. If carelessly made, or unsuitably constructed, the examiners will reject articles and return them to the grade which was responsible.

2. *Committee on Arrangements.*—Duties: To arrange a suitable room; see that room is properly cleaned, heated, ventilated. Suitable furniture provided,—tables for counters, chairs for visitors; screens; cash-boxes; waste baskets. Wrapping material,—paper, twine, scissors, for each table. Decoration of room.

3. *Committee to Take Charge of Selling Articles.*—This committee shall select as many salespeople as seem necessary. Their duties and attitude are to be determined by this committee.

4. *Advertising Committee.*—This committee shall see that suitable posters advertising the sale are provided. These posters are to be displayed at the proper time, and in suitable places.

5. *Committee on Candy and Cake.*—This committee shall endeavor to secure the co-operation of adult friends of Speyer School, who may be willing to make candies for our sale. The following grades (girls) may be called on for contributions: Grade VI, small cakes; Grade VII, cup cakes; Grade VIII, sponge cakes.

6. *Art Committee.*—This committee shall secure prints, magazine covers and supplements, etc., from their friends. The pictures, etc., are to be suitably trimmed and mounted or placed in folios.

7. *Committee on "Magic Orange Tree."*—Various small articles, having a value of from two to five cents are to be secured. These will require wrapping in orange colored paper. A small tree is to be provided and on this the "oranges" will be hung.

8. *Speyer Alumni Committee.*—This committee will maintain a table at which their contributions will be sold.

This is the first grade's part in writing the history of the sale:

We had a sale.

We made some portfolios.

We painted pretty butterflies for our portfolios.

From Grade III :

We made the fern dishes and decorated them. We made sachets and pin cushions. We made the sachets of lavender paper, ribbon, and seals. We made the pin cushions of canvas and different colored silk. Our class had a table at the sale. One was cashier and others were salesmen.

Others of the reports as written by pupils of the several grades follow:

COMMITTEE ON "ORANGE TREE."

Articles made and collected by Grade II.

Chairman—Ruth Gardner, Grade V.

Representatives from other grades: Helen Irving, Grade I; William Ruschmeyer, Rita Clayton, Grade II; Dorothy Scott, Grade III; Harriet Forbes, Grade IV; Lottie Budd, Grade VI; Irene Thalman, Grade VII; George Schumerhorn, Grade VIII.

WHAT THE FIFTH GRADE MADE.

We made address booklets for the sale. First we covered the outside with Japanese paper. Then cut twenty-seven papers for the inside and marked them. We printed addresses inside and tied a silk cord with a pencil on the end.

FRANCES VAN CAMP.

WHAT THE SIXTH GRADE MADE.

Every year Speyer School has a sale of which the money goes to some part of the school. Last year the money went to the library for books. Every grade makes something for the sale. This year Grade Sixth made needle-books, lampshades, baskets and mounted pictures.

We enjoyed this work very much, and would you like to come to our sale next year?

REPORTS OF SEVENTH AND EIGHTH GRADE WORK.

The seventh grade sold sofa cushions, clipping cases, tea-pot stands, and decorated fans, everything was sold but some fans, clipping cases, and sofa cushions. I do not know why they were not sold, because they were very pretty.

The eighth grade sold laundry lists, darning sets, decorated fans, and booklets, some were not sold. For they were very useful and handy.

The sales of the seventh and eighth grades amounted to nearly ten dollars will go towards buying gymnasium apparatus for the roof.

JEROME W. DAVIS.

Our class, the eighth grade, made for the school sale a number of useful articles. First we decided to make glove boxes, these, we found, however, very hard to make, as the boxes warped, so we dispensed with most of them.

The girls made darning sets which were made easily and quite prettily.

Then we all made laundry and market lists for a number of slates which we purchased.

The booklets we made by cutting interesting stories from magazines and covering them with paper covers, from red

paper. These came out very nicely and were made easily and quickly.

Cake, the girls say, also came out easily, at any rate it tasted and looked fine.

These articles constituted our contribution to our school sale.

DESCRIPTION OF OUR ORANGE TREE.

If one had been in the gymnasium of a certain uptown school one might have seen a sale reproduction of an orange tree. The limbs were decked with parcels wrapped in orange paper whose shapes ranged from oblongs to balls, which went like hot cakes. The tree was surrounded by a row of benches covered with brown burlap.

I do not know the names of all the articles which were called oranges; but I am glad to say everybody was satisfied.

WHAT THE MOTHERS' CLUB SOLD.

The Mothers' Club had their table in the upper left hand corner of the room (as in diagram). They made aprons (large and small) and aprons and sleeves. The Mothers' Club took in \$21.98 and paid to the school \$11.82. We must thank the Mothers' Club for helping paying the school fund

OTTO RUEGELBERG.

A REPORTER'S ACCOUNT.

I am going to pretend I am a reporter who is visiting our school for the first time. The reporter has come in on the twenty-second of March, to write an account of the sale. This is the account.

The building is about six stories high, built of gray stone and reminds one of a Dutch house.

As one walks in the building he goes thru a vestibule and into a stone-floored hall. On the left is the children's library, which is next to the principal's office.

Opposite this is the adult's library. Coming out of this and looking down the hall one sees the kindergarten, on the left is a stairway, and on the right another stairway. No. 9 goes up to the second floor while 10 goes to the gymnasium, which is the place he goes to. The gymnasium is below the level of the floor, and is the scene of much confusion. Boys and girls go scurrying about looking for somebody else.

PAUL EDWARD FRIDENBERG.

MY POINT OF VIEW AS AN USHER.

As far as I could see the sale passed very nicely. Everybody seemed to enjoy the work. Considerable money was taken in, and I think the children worked with more vim than tho the money was put to something more uninteresting. There was a good deal of freedom, but I don't think there was too much. In every respect the fair was a complete success. The eighth grade made such lovely candy that I think it was the most frequently visited table of all.

JAMES WHIPPLE.

LIST OF ARTICLES FOR SALE.

Grades:

8th.	1. Laundry Bags.....	22
	2. Darning Sets.....	9
	3. Decorated Fans.....	14
	4. Booklets.....	24
	5. Large Sponge Cakes.....	
7th.	1. Sofa Cushions.....	17
	2. Clipping Cases.....	18
	3. Tea-Pot Stands.....	3
	4. Small Cakes.....	
	5. Decorated Fans.....	16
	6. Individual Work.....	
	(a) Pair Slippers.....	1
	(b) Hair Receiver.....	1
	(c) Handkerchief Bags.....	3
	(d) Handkerchief Case.....	1
	(e) Bag for Soiled Hand'k'fs..	1
	(f) Button Bags.....	3
	(g) Pin Cushions.....	4
	(h) Sachet Bags.....	9
	(i) Earned by Class Making and Selling Booklet Covers.....	40 cents.

6th.	1. Baskets.....	10	50 cents.
	2. Lamp Shades.....	19	15 cents.
	3. Needle Books.....	9	15 cents.
	4. Cakes.....		
	5. Pasted Pictures.....	6	
5th.	1. Posters.....	6	
	2. Booklets.....	22	15 cents.
4th.	1. Raffia Picture Frames.....	17	15 cents.
	2. Napkin Rings.....	15	8 cents.
3rd.	1. Pin Cushions.....	24	15 cents.
	2. Sachet Bags.....	52	5 cents.
	3. Fern Dishes.....	12	
2nd.	1. Bonnets.....	15	
	2. Needle Books.....	7	
	3. Sachet Bags.....	20	
	4. Candy Boxes.....	20	
1st.	1. Portfolios.....	15	10 cents.

Kindergarten:—

1. Easter Baskets.....	13	
2. Easter Cards.....	15	5 cents.

NORMAN DIECKS.

FINAL STATEMENTS CONCERNING SALE.

Expenses

Grade III.—Miss Slanton.....	\$ 7.25
Grade IV.—Miss Russell.....	1.36
Miss Schussler.....	6.22
Grade V.—Miss Closs.....	.40
Refunded to school since sale.....	4.04
Balance deposit.....	\$19.27
	63.65
	<hr/>
	\$82.92

Receipts:

Alumni Tables.....	\$ 3.00
Candy and Cakes.....	11.72
VI Grade.....	3.73
V Grade.....	3.15
Mothers' Club.....	11.82
VII and VIII Grades.....	11.98
Contributions.....	5.56

Collected since sale..... \$82.92

FRANK W. NELSON.

Amount and cost of materials bought for the address books which we made for the sale:

13 sheets of oak tag at \$.01 a sheet.....	\$.13
2 skeins of silk at \$.04 a skein.....	.08
11 pencils at \$.01 per pencil.....	.11
12 pencils at 3 for \$.05.....	.20
200 sheets writing paper at \$.05 1 hundred.....	.10
13 sheets Japanese paper at \$.05 per sheet.....	.65
	<hr/>
	\$ 1.27

The selling price was \$.15 for each book. We had twenty-three books to sell, and they brought us \$3.45.

\$3.45 amount received.
1.27 expenses.

\$2.18 profit.

The pupils' accounts tell pretty much their own story. Sufficient money was raised to allow of the purchase of considerable apparatus for the open-air playground, which is enjoyed particularly because each one feels that he has had a share in obtaining it.

The effect on all the school work was most helpful. Every branch of study was stimulated, and the teachers felt that the results repaid well their efforts and the time consumed in preparing for the school sale.

Physical Regeneration

By DR. EMILY NOBLE.

Talk IV. Rhythmic Breathing.

Rhythmic breathing compels a gracefulness of contour and a dignity of bearing that enables any ordinary woman to cultivate the physical outlines of a Grecian goddess.

Many women are imbued with the idea that deep breathing means a large waist, sloppy figure, low-heeled shoes, and no corsets. The writer is not an anti-corset advocate, and does not believe in low-heeled shoes for feet that are naturally arched. She believes a well-fitting corset to be an improvement, rather than a detriment, to the form of a grown woman.

In this day and age harmony of outlines, aside from mere beauty of face, make for success in the business and professional world, and counts for much in all ranks of life. Just so soon as a woman allows her muscles to relax and fat to accumulate, she is qualifying for the Mother Hubbard style of dressing—of all costumes and of all ages, the least attractive.

Of course, women who wear corsets should owe it to themselves to wear only those that fit well, and be careful to allow sufficient room at the belt line for proper expansion and balance of the body; but aside from any support, real or imaginary, the corset may be, the chest should never be allowed to flatten or sink downward, as that position at once crowds every internal organ out and throws the whole body out of poise.

Rhythmic breathing compels the chest to remain high and the ribs to remain expanded, thru the full and automatic inflation of the lungs, which should never be empty or allowed to collapse.

The circulation of the blood is always sluggish in stout persons, because of the weight and pressure caused by fatty deposits on veins and arteries.

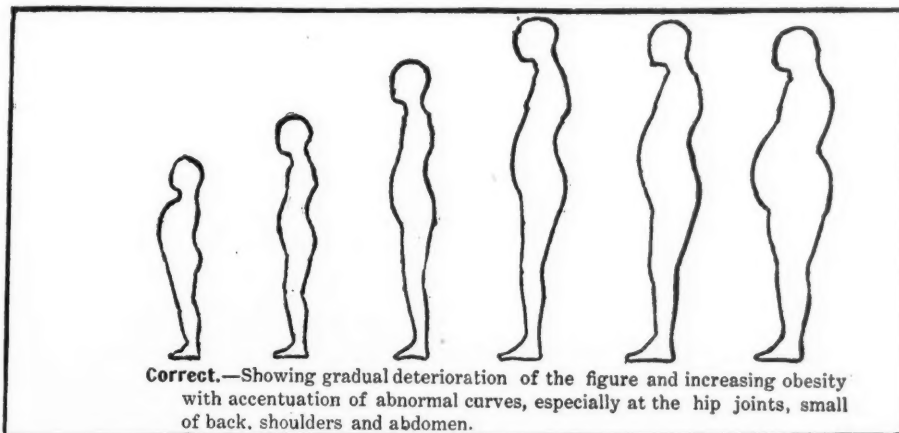
Heart disease is often merely a symptom, expressing its incapacity to force the life fluid into veins and arteries that are reduced in size from external pressure.

Any dress or corset that allows the abdomen to press downward and outward in sitting and standing is wrongly made. It prevents the proper rhythm of the diaphragm, interferes with the digestion and imperils the health.

The writer would suggest that all women reduce the waistline (where desirable) by proper exercises instead of by tight lacing. Lacing that tightens the garments at the pit of the stomach shows a lack of common sense, but how few women stop to realize that just back of the waistline lies the solar plexus, the sun center, a great nerve plexus that is beginning to be recognized as the abdominal brain, because of its marvelously important function and its relation to the sympathetic nervous system.

Contour Culture.

A very few minutes every morning and evening devoted to contour culture would soon establish a habit that would mean both health and beauty, for we know accurately now (thanks to the microscope), that the whole process of life in the body building is cellular. By intelligent care of the house we live in we can aid, and even direct and govern, the *constructive process* of renewing vital energies.



The illustration will demonstrate this point, showing the right and wrong method of standing and the effect a downward droop of the chest has upon the contour of the whole body, apart from its interference with the circulation and the cutting off of its natural supply of oxygen. And at the end of this article, readers will find some simple but practical and non-fatiguing exercises for reducing the waist line, if it averages too many inches for type and age and height.

A thick waist is invariably caused by the accumulation of adipose, which accumulates in the form of stored away carbon (of which fat is about seventy-nine per cent.). Muscles loaded down with superfluous fat soon lost their suppleness and graceful contour, superfluous flesh has been rightly called "obscurity," obscuring, as it does, in the abnormally stout person, all the original outlines.

Many of the ailments so common in school children are due to defective breathing.

Mal-nutrition (where a child has enough of suitable food to eat) is invariably caused by defective respiration. And alas! sad but true, in the most magnificently equipped schools in the world, those of the United States, there can be found millions of shallow or defectively breathing children, suffering untold misery: many of them from diseases caused entirely from lack of a knowledge of the natural rhythm of breathing with which nature endows every child, whether born prince or pauper, and which should have been kept up in the nurseries and kindergartens.

The writer is now in Chicago instructing children how to re-establish this natural rhythm. She is doing the work under the observation of health officers, and under test conditions. Many photo-

graphs of before and after will be made, some of which will illustrate the January article of this department.

Exercises for Reducing Abnormal Waistline.

Many people worry and fuss about increase of weight, and do nothing else to prevent it. One exercise that will reduce an abnormal waist five inches a month is this:

Poise lightly on balls of feet with mental impulse of starting to run or skate, arms hanging loosely, chest up, chin drawn back. Then walk lightly about the room, drawing each knee alternately up to the waist line and holding it there with clasped hands as long as one breath can be comfortably sustained, *without chest effort*. Do this for ten minutes, while undressed, night and morning.

Another equally useful exercise for reducing waistline: Stand with the feet about twelve inches apart, the knees stiff and straight, and the hands clasped behind the head. Then lean forward as far as possible without losing balance to the left, and while retaining breath sway the head and body with a resisting kind of movement, over to the right side,

then, slowly raise the body and sway backward until one can describe a rotary movement. To do this rightly keep the feet wide apart, the knees straight; and have patience. The result will be a lithe figure, supple waist, and slender loins.

The writer, by permission of the editor, invites questions in this department, and above all, she advises her readers to study their own bodies. Study temperament—individuality, and build up to its highest expression of vital kinship with the universe.

In the Orient every one is taught to be respectful to the mendicant, even the most loathsomely diseased, in recognition of the God-atom in man, the vital spark which constitutes human life, that creative breath which only exists from one breath to the next one.

Breathing continues life. The cessation of breathing constitutes death. The mystery of Life is an all-absorbing one. Study the various functions of your own bodies. Watch and realize what happens to the circulation, nerves, and muscles, when certain movements are brought into play. Re-establish first in your own beings your birthright of rhythm. Then help your neighbors.

Christmas Composition Work.

By HARRIET E. PEET, State Normal School, Salem, Mass.

The English work is likely to drag near Christmas time unless the teacher takes advantage of the excitement that prevails among the children and makes herself and the work an integral part of the Christmas spirit. She can do this by basing the work upon Christmas legends, customs, pictures, and poems. By so doing she will not only be able to share the real life of the children with them, but she will be able to enrich her pupils' conception of Christmas so that they will have an idea of its significance as a festival of love.

Christmas Customs in Other Lands.

The children may imagine themselves on a visit to a foreign land and write letters home telling of their imaginary experiences. Tell them something of the customs and they will enter into the exercise with the spirit they show in playing a game.

CHRISTMAS IN ENGLAND.*

The men roll the Yule Log into the center of the living-room. It is the stump of an immense tree which has been set apart for weeks before for this occasion. Old and young dance about it and sing Christmas carols until the rafters ring and then all hands help to roll it into the fire-place. It is lighted with a brand saved from the Yule Log of the year before, and then, as it begins to blaze and throw fantastic flickering shadows into the corners of the room, candles are lit, chestnuts and apples put to roast, and a great bowl of punch set upon the table. Old and young then join in blind-man's-buff and other games. Time passes merrily. It grows late. At last the family gathers about the hearth for quiet songs and stories, and then good-night is said. The house grows quiet, but presently soft music is heard. It is a band of choir boys singing a Christmas carol, under the window.

"Sing high, sing low,
Sing to and fro,
Go tell it out with speed,
Cry out and shout,
All round about,
That Christ is born indeed!"

CHRISTMAS IN NORWAY.

In Norway it is not the children alone who have a merry time. The birds and animals are not forgotten. Sheaves of grain are fastened to the gables and posts for the birds which come in flocks for the feast. Extra hay is given the horses, and the best forage for the cows. On Christmas Eve the children go to the cow-house and put new collars on the cattle saying, "This is Christmas Eve, little one." The poultry get an extra feeding, and the watchdog, usually chained day and night, is set free, for they say all creatures should rejoice on Christmas Eve.

In the evening the Yule Log is lit and the children begin to grow excited. They keep running to the door as if they expected some one. Presently the door-bell rings, and in comes a queer-looking couple, Christmas Old Man and Christmas Old Woman hand out packages, and the children try to guess from whom they are.

All the family must sleep under one roof, and the children on rye-straw. Shoes of all are set together in a room before going to bed, as a sign that there shall be no quarrels in the family during the year. The candles and fire must burn until Christmas morning, and the remains kept until the next Christmas.

CHRISTMAS IN GERMANY.*

Just before Christmas Knecht Rupert calls to find out who among the children have been good and who naughty. He promises the first presents, and the latter bundles of ugly sticks tied into brooms. The children are left with quaking hearts until Christine, a beautiful maiden dressed in white, comes to grant forgiveness to all the naughty children who are truly sorry for their naughtiness.

Christine opens a door into a room where stands a Christmas tree in all its blaze of glory, for no family is so poor in Germany that they cannot afford a Christmas tree. It glitters with golden and silver balls and spangles, and with bright-colored toys and knick-knacks. Beneath the tree is a miniature

*Adapted from "Christmas in Other Lands." Ainsworth & Co.

landscape made of moss and little trees, with mountains, valleys, meadows, and brooks, sheep and cattle browsing in the fields, a stable, the manger, Joseph and Mary sitting by it, shepherds in the distance, and a star.

Presents are on a long table in the center of the room. Everyone has prepared something for each member of the family; simple home-made gifts, with loving thoughts wrought into them by loving hands. There, too, are Pfefferkuchen and the marzipan, the Christmas cakes and cookies, which play an important part in every German Christmas.

Recreational Reading.

In connection with the stories which a teacher will want to read to her class for recreation, reviews can be written. Such stories as Kate Douglas Wiggin's "The Birds' Christmas Carol," and an abridged edition of Dickens' "Christmas Carol," are, of course, the old standbys. The children will enjoy the humor and pathos of "How Christmas Came to the Mulvaney's," by Margaret Fox, and Andersen's "The Little Match Girl." Other stories which they will enjoy are: The Legend of St. Christopher, which may be found in Scudder's Book of Legends, or in the *St. Nicholas*, Vol. 3, p. 137-139; a Christmas Legend, *St. Nicholas*, Vol. 2, p. 141-142; A Christmas Masquerade in "A Pot of Gold," by Mary E. Wilkins. "Why the Chimes Rang," Aldin; "The Story of the Other Wise Man," and "The First Christmas Tree," by Henry Van Dyke. Tell the children that a review should give a definite idea of what the story is about, and also express a judgment of it. The first paragraph might tell briefly what the story is about, the second give the chief points of interest in the story, either a brief extract of the story itself, or a discussion of the characters, and the third the writer's opinion of the book. The children will be helped in this work if, before the children are asked to write a review, the teacher takes some familiar story and lets the class,

as a class, compose a review, dictating to her as she writes at the board.

One Pupil's Composition.

A Review of "The First Christmas Tree,"

by HENRY VAN DYKE.

The "First Christmas Tree" is a story of the first realization on the part of the tree worshipers that Thor, the tree god, is dead, and that Christ and the All-Father are the only sacred that are or ever were. The story centers round the dying of the great oak, beloved of Thor, called by its worshipers the "Thunderer." The people believe that the great god is angry, and that therefore the tree is going to die. They believe that the only offering that will appease the god is a blood offering, and that human blood alone will do the sacred work. Therefore, the old priest, Hunrad, is about to sacrifice the boy Bernard, son of their chieftan. He is about to kill him with the sacred stone hammer of Thor, when Winifred, the daring hero of the story, interposes. As the hammer falls he knocks it to one side with his staff, shaped like a cross, and the hammer falls to the foot of the altar. The many voices that have, till now, been silent break forth; some are angry, some frightened, and some glad. But Winifred follows up his victory. He tells the people that the next day will be the seven hundred and twentieth birthday since Christ was born, that Thor was dead, that there was one God now, and that God was the only God, and Christ was His son. Then, calling to Prince Gregor, who was one of his train, they together fell the "Thunderer." Then he bids the people take the baby pine, which grew so straight and beautiful in the woods, and he himself leads the way back to the castle. There, surrounded by the throngs of tree worshipers, he tells the story of Bethlehem.

The book is beautiful. Every page, and even every paragraph shows the delicacy with which Mr. Van Dyke writes his books. It is all full of interest.

E. H. Eighth Grade.



NOKOMIS AND THE LITTLE HIAWATHA.

Photograph of a scene in the play of Hiawatha annually performed by Ojibway Indians at Wa-Ya-Ga-Mug, near Petoskey, Michigan.

The Whittier Centennial.

JOHN GREENLEAF WHITTIER WAS BORN DECEMBER 17, 1807, AT HAVERHILL, MASS.

By JANE A. STEWART, Philadelphia.

Whittier as a Social Reformer.

Whoever would know why John Greenleaf Whittier was called the "Sir Galahad of American Song," must make a more exhaustive study of American history that is possible in this article. A hundred years have elapsed since his birth. And the American people are displaying their interest in Whittier with keen and sustained enthusiasm.

Whittier made New England the scene of his poetical inspiration. There he was born, and lived during the eighty-five years of his useful life. There he did most of his literary work. There he laid down his untiring pen; and the soil of New England holds in its loving heart the earthly remains of the great poet-reformer.

When Whittier was born, our nation was in a state



Whittier's Home at Amesbury, Mass.

The porch on the left leads into the poet's study.

of evolution following the war of the Revolution. The foundations of the national life were being laid. The nation was striving for recognition and for a secure place among the powers. Patriotism was at its height. Whittier's ancestry goes back to the English Quaker pioneer of dauntless courage, Thomas Whittier, who refused to take shelter from the savages with his neighbors in the garrisons at night, but "relying upon the weapons of his faith," he left his own house at Haverhill, Mass., unguarded and unprotected with palisades like the others and carried with him no weapons of war.

It is related that the Indians frequently visited him, and the family often heard them, in the stillness of the evening, whispering beneath the windows, and sometimes saw their faces pressed against the sash in curious scrutiny. Altho respected by the community for their sterling qualities, the Whittier family, with other pioneers of the same class, suffered considerable social persecution and slight in the early days because of their religious belief.

These facts must be kept in memory if we are to understand the character and career of the poet. In his home-life and environment he came under the influence of the faith and practice of the Quakers, which holds that to all human beings God has given an "inner light," and to all He speaks with a "still, small voice." His religion was a simple, trustful

theism, embodying a fervent faith in the absolute equality of mankind. His breadth of view and tolerance of other sects (while holding fast to his own religious ideals) is best expressed in his own words:

"To me, Quaker and Catholic are alike, both children of my Heavenly Father, and separated only by a creed, to some, indeed, a barrier like a Chinese wall, but to me, frail and slight as a spider's web. . . . I regard Christianity as a life rather than a creed. . . . The only orthodoxy that I am especially interested in is that of life and practice."

Nurtured in these broad beliefs, sprung from a class that made his childhood literally that of a barefoot boy, and filled with an intense patriotic and philanthropic spirit, Whittier inherited with his Quaker blood what he declared to be:

"A hate of tyranny intense
And hearty in its vehemence
As if my brother's pain and sorrow were my own."

He gravitated naturally into the thick of the reform movements of his day. He was drawn into the center of the anti-slavery maelstrom. At twenty-four years of age, in 1831, when Garrison issued his first copy of the *Liberator* in Boston, Whittier was in the forefront of the abolition ranks. His fame was already considerable. Anti-slavery workers looked to him for leadership. He became secretary of the American Anti-Slavery Society.

It has been appropriately said that it is almost impossible for those who were not participants in the anti-slavery conflict, or who have not read histories and memoirs of the struggle, to realize the deep approbrium that attached to the word "Abolitionist." To ally oneself with the movement meant martyrdom. How Whittier responded unreservedly to the call of duty is known to all students of his life-history. As he says in one of his poems, he was

"Called from dream and song,
Thank God! so early to a strife so long,
That, ere it closed, the black, abundant hair
Of boyhood, rested silver-sown and spare
On manhood's temples."

All thought of literary fame was cast aside. So unpopular were the anti-slavery leaders that, during two decades of Whittier's activity, his name as a contributor would have injured the circulation of any of the literary or political journals of the country.

Tho in delicate health and unused to traveling, the courageous poet left his secluded, comfortable farm home to take wearisome journeys by stage to promote the cause of freedom. His life during this period was one of complete self-renunciation. Death and personal indignity (the former preferred) were frequently faced. Poverty threatened.

As his historian, Pickard, tells us:

"Now came years in which he felt the pinch of poverty as he had not before experienced it. The poems that were arousing the conscience of the Nation brought him no income. His (widowed) mother and his sister heartily approved his course, and aided him in maintaining it. Strict economy enabled him to keep out of debt, meager as were the supplies from such editorial and bookkeeping work as he found to do. His pen was kept busy advocating the cause he had espoused

and the poems known as "The Voices of Freedom," came rapidly, one after another,—hammer-strokes against flinty prejudice. Sparks followed each blow. Those who are old enough remember how these spirited verses stirred and warmed the young hearts of the North, and prepared the soil from which sprang the great political party which took from him the watchword, 'Justice, the highest expediency'."

"Those wild, stirring bugle-calls of his," says an earnest writer, 'cheered the little army, and held it together many a time when the cause was only a forlorn hope; and they came with their stern defiance into the camp of the enemy with such masterful power that some gallant enemies deserted to his side.' There is the roll of drums and the clash of spears in these stirring strains; there are echoes from Thermopylae and Marathon, and the breath of the old Greek heroes is in the air; there is a hint of the old border battle-cries from Scotland's hills and tarns, from Jura's rocky wall, we can catch the cheers of Tell; and the voice of Cromwell can often be distinguished in the strain. There is also the sweep of the winds thru the pine woods, and the mountain blasts of New England; and the strong, fresh air of the salt sea; all tonic influences—in short, which braced up the minds of the men of those days to a fixed and heroic purpose from which they never receded until their end was achieved."

Whittier suffered at the hands of a mob in Concord, N. H., and his office and equipment were burned by rioters in Philadelphia, yet he never regretted his enlistment in the cause of freedom. To a friend he wrote in 1839, at the height of the struggle:

"Abolition has been to me its own 'exceeding great reward.' It has repaid every sacrifice of time, of money, of reputation, of health, of ease, with the answer of a good conscience, and the happiness which grows out of benevolent exertions for the welfare of others. It has led me to examine myself. It has given me the acquaintance of some of the noblest and best of men and women. *It owes me nothing.*"

Whittier's tact and wisdom are shown in his attitude during war times. "We have no right to ask or expect an exemption from the chastisement which the Divine Providence is inflicting upon the Nation," he said in a circular letter addressed to the Society of Friends in June, 1861.

"Steadily and faithfully maintaining our testimony against war, we owe it to the cause of truth, to show that exalted heroism and generous self-sacrifice are not incompatible with our pacific principles."

In his poem "Italy," he voices his faith:

"God reigns, and let the earth rejoice!
I bow before His sterner plan.
Dumb are the organs of my choice;
He speaks in battle's stormy voice,
His praise is in the wrath of man!

"Yet, surely as He lives, the day
Of peace He promised shall be ours,
To fold the flags of war, and lay
Its sword and spear to rust away,
And sow its ghastly fields with flowers!"

That Whittier was an uncompromising opponent of what he believed to be wrong, is shown by his action in declining to make any concession to popular prejudice by, as some others did, leaving out of his collected works the spirited anti-slavery and war-time poems. While he stood firm in his opposition to the institution of slavery, he never allowed any feeling of rancor or contempt to possess him in regard to those who held views opposed to his own. His was a noble tolerance which made him the most magnanimous of reformers.

In the end, the work of reform, instead of minimizing and limiting, served to develop and bring to full fruition his native poetic genius. The amendment to the United States Constitution, abolishing slavery in 1865, brought out what is perhaps his noblest poem, "Laus Deo," which was suggested to Mr. Whittier as he sat in meeting, and as he afterwards told Lucy Larcom, "wrote itself, or rather sang itself, while the bells rang," and cannon boomed in honor of the great event.

The more we study Whittier's poems the clearer becomes the impression that they were educed from the depths of a strong love for humanity, for native land, for all things that are lovely and of good report, and from a deep religious conviction. All these conspired to form the sterling character of the man who, beginning life as an earnest reformer, has bloomed into immortality as the poet of humanity,—*"our hard and prophet best beloved."*

Outline Study of Snow Bound.

By M. GRACE FICKETT, Massachusetts.

On a winter evening in 1825 there were gathered around the fire-place of a Quaker home in Massachusetts a group of father, mother, four children, an uncle, an aunt, the schoolmaster who was boarding there, and a young woman, a "not-unfeared, half-welcome guest." The younger people played games, solved puzzles, or listened while the elders told stories of travel, of their own childhood, of frightful Indian massacres of earlier days, or of that cloud of superstition that darkened the sky of colonial life. Years afterward, the younger son, grown to be an author of national reputation, immortalized the little group in a poem that has ever since been read and loved for the sympathy and comfort which it brings to those whom Death has bereft and for the ideal home life which it so beautifully and tenderly describes.

Who was the poet?

John Greenleaf Whittier.

What was the poem?

Snow Bound.

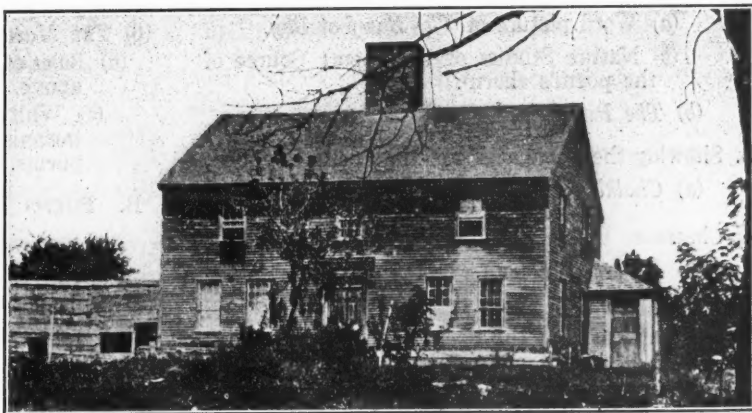
What is the first apostrophe in the poem?

O Time and change!

What is the color of the poet's hair?

With hair as gray

As was my sire's that winter's day—



The Whittier Homestead, near Haverhill, Mass., where the poet was born. This is how it looked before the fame of the poet caused people to think of its restoration.

What seems strange?
 How strange it seems, with so much gone
 Of life and love, to still live on!
 Who are left?
 Ah, brother! only I and thou
 Are left of all that circle now.

For whom does Whittier say Alas?

Alas for him who never sees
 The stars shine thru his cypress trees!
 Who, hopeless, . . . lose its own.

Study of the Familiar Poems of John Greenleaf Whittier.

By MAUD ELMA KINGSLEY, East Machias, Maine.

December 17, 1907, begins the centennial year of the birth of John Greenleaf Whittier. His poems are familiar to every American and appeal to a wide class of readers, for their themes are chosen from his own time and country, and his verses deal with simple motives and with experiences which are common to all. A formal study of Whittier's best-known poems is timely, and will prove profitable to pupil and instructor alike.

A. POEMS OF WHITTIER CONTRIBUTING TO HIS BIOGRAPHY.

I. EARLY HOME LIFE.

1. Describing the Character of his Home Life.

(a) *Snow-Bound*.

- (1) Setting of the poem—The Merrimac Valley near Haverhill.
- (2) Character of the poem—"A Flemish picture of old days."
- (3) Basis of Study.
- (a) Scenery described; glimpses given of the poet's family.
- (b) The historical value of *Snow-Bound* as a vivid picture of a mode of life long since passed away.
- (c) Its truth of detail; its delicacy of sentiment.
- (d) Its place among Whittier's poems; its place in literature.

2. Picture of the Poet's Boyhood; The Feeling of the Poet for such a Boyhood.

(a) *The Barefoot Boy*.

- (1) Basis of Study.
- (a) Word picture of *The Barefoot Boy*.
- (b) Nature Studies of the Poem; Source of the poem's charm.
- (b) *The Pumpkin*.

3. Showing the Occupations of the Poet's Boyhood.

(a) *Chalkley Hall*, Stanza 13.

4. Character of his Early School Days.

(a) *In School Days*.

- (1) Basis of Study.
- (a) Charm of the poem; its literary execution; word pictures.

II. WHITTIER'S MANHOOD.

1. Suggesting a Possible Romance.

(a) *Benedicite*.

2. Whittier as Poet of the Anti-Slavery Conflict.

(a) *To W. L. G.*

(b) *Ichabod*.

- (1) Occasion of the Poem.—*Defection of Webster from the anti-slavery side in 1850, in his "Seventh of March" speech.*
- (2) Basis of Study.
- (a) Meaning and significance of the title.
- (b) Impressive conception of the poem.
- (c) Compare with *The Lost Occasion*.
- (c) *Laus Deo*.

3. Whittier's Attitude towards the Civil War.

(a) *A Word for the Hour*.

- (1) Basis of Study.
- (a) Circumstances producing the poem.
- (b) The poet's views on the question at issue.

4. Poem Revealing the Fact that Whittier was not a Travelled Poet.

(a) *The Last Walk in Autumn*.

- (1) Basis of Study.
- (a) Word pictures of the poem; sentiment of the whole poem; sentiment of stanza 20.

III. WHITTIER'S BROAD AND EARNEST RELIGIOUS CONVICTIONS.

(1) *The Eternal Goodness*.

(2) *My Psalm*.

(3) *My Birthday*.

(4) *My Triumph*.

(5) *My Soul and I*.

(6) *The Master*.

(a) Basis of Study for all the poems mentioned above.

- (1) Whittier's creed; attitude towards sectarianism; the Quaker atmosphere of the poems.

B. POEMS INSPIRED BY HOME SCENES AND SCENERY.*

I. PICTURE POEMS.

(1) *Monadnock from Wachusett*.

(2) *Kenoza Lake*.

(3) *The Frost Spirit*.

(4) *The Last Walk in Autumn*.

(5) *The Old Burying Ground*.

*"Home" to Whittier was the valley of the Merrimac.

II. NARRATIVE POEMS SET AGAINST A
BACKGROUND OF NEW ENGLAND
SCENERY.

1. Simple Narrative Poems.

- (a) *Telling the Bees.*
 - (1) Basis of Study.
 - (a) The quaint ceremony of "Telling the bees."
 - (b) The charm of the poem; its literary execution.
- (b) *Skipper Ireson's Ride.*
 - (1) Basis of Study.
 - (2) Imagination, humor, and dramatic force of the poem.
- (c) *Mary Garvin.*
- (d) *The Wreck of Rivermouth.*
 - (1) Basis of Study.
 - (a) Word pictures of the poem.
- (e) *Abraham Davenport.**
 - (1) Basis of Study.
 - (a) The poet's rendering of prosaic historical facts.
- (f) *The Swan Song of Parson Avery.*
- (g) *The Witch's Daughter.*

2. Native Legends.

- (a) *Cobbler Keezar's Vision.*
- (b) *The Double-Headed Snake of Newbury.*
 - (1) Basis of Study.
 - (a) Whittier's extenuation of the superstition and bigotry of the New England settlers.

3. Poems Illustrating Indian Character.

- (a) *Nauhaught the Deacon.*
- (b) *The Truce of the Piscataqua.*

C. POEMS SUGGESTED BY THE PERSECUTIONS OF
THE QUAKERS.

I. *Cassandra Southwick.*

II. *Barclay of Ury.*

- (1) Basis of Study.
- (a) The foundation of incident.
- (b) The effect of the last four verses on the literary value of the poem.

D. MISCELLANEOUS NARRATIVE POEMS.

I. *Barbara Frietchie.*

- (1) Basis of Study.
- (a) Its foundation incident.
- (b) Its value as a patriotic poem.

II. *Maud Muller.*

- (1) Basis of Study.
- (a) Reasons for its popularity.

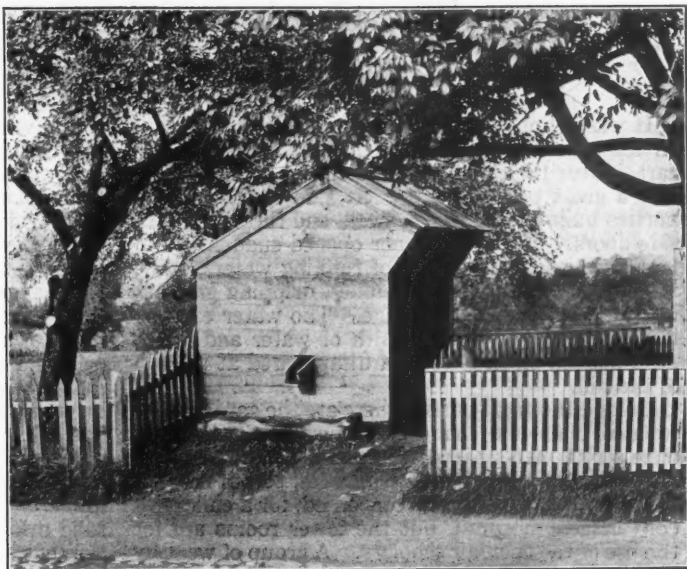
III. *The Pipes at Lucknow.*

E. THE CENTENNIAL HYMN.

I. Basis of Study.

- (1) Learn the entire poem.
- (2) Circumstances under which it was composed.
- (3) Extent to which the poem was appropriate to the occasion.

*Abraham Davenport, a lawyer of Stamford, Conn., was a man of stern integrity and generous beneficence, and in times of scarcity and high prices sold the product of his farm to the poor at less than the current value. When he was a member of the council in Hartford, on the dark day in 1780, it was proposed to adjourn, as some thought the day of judgment was at hand; but he objected, saying: "That day is either at hand or it is not; if it is not, there is no cause of adjournment; if it is, I choose to be found doing my duty. I wish, therefore, that candles may be brought."—Appleton's *American Biography*.



The Captain's Well at Amesbury, Mass.

The Captain's Well.

"Now the Lord be thanked, I am back again
Where earth has springs and the skies have rain.

"And the well I promised by Oman's Sea,
I am digging for him in Amesbury."

His kindred wept and his neighbors said:
"The poor old captain is out of his head."

But from morn to noon and from noon to night,
He toiled at his task with main and might.

And when at last from the loosened earth,
Under his spade the stream gushed forth,

And fast as he climbed to his deep well's brim,
The water he dug for followed him,

He shouted for joy: "I have kept my word,
And here is the well I promised the Lord!"

The long years came and the long years went,
And he sat by his roadside well content;

He watched the travellers' heat oppressed,
Pause by the way to drink and rest.

And the sweltering horses dip as they drank,
Their nostrils deep in the cool, sweet tank;

And grateful at heart his memory went
Back to that waterless Orient.

And the blessed answer of prayer which came
To the earth of iron and sky of flame.

And when a wayfarer, weary and hot,
Kept to the mid-road, pausing not

For the well's refreshing, he shook his head:
"He don't know the value of water," he said.

"Had he prayed for a drop, as I have done,
In the desert circle of sand and sun,

"He would drink and rest and go home to tell
That God's best gift is the wayside well!"

[See also page 534]

The Outdoor School at Mulhausen.

MARGARET MCMILLAN, in the *London Daily News*.

It was a hot day in September. Up a steep hill on the outskirts of Mulhausen crept a small water cart. Near the top it halted, as if out of breath, before a great portico on the left side of the road, a portico built in a high stone wall, and furnished with side doors. The middle door opened suddenly, and from within came a sound of running waters, while a vista was opened of wet stones, dripping grottoes in walls and glistening foliage. The water cart, as if overwhelmed by this wealth of water and freshness, started off at once, and disappeared at the top of the hill.

Behind the great portico there are the gardens, the wooded plain and shadowy pathways of what was once a rich man's paradise. The big mansion, with its tall doors and wide, low terraces, serves now, in so far as its upper story is concerned, for a children's convalescent hospital, but the lower rooms are for the use of the open-air scholars. A group of wealthy merchants bought the house and grounds a short time ago, and presented them without conditions to the town authorities, and the Burgermeister and his colleagues have consecrated them to the use of the city's children.

* * * *

Where are the children? One may walk for a while without seeing any of them, though as a matter of fact they are all out of doors. The head-master, however, stands on the terrace. He is expecting visitors, and, guided by him, we make our way towards a great open space, where a crowd of boys are playing football. We walk on and begin to realize gradually that this is really a child-garden, a place athrob with life and curtained with mystery. A kite floats past, followed by a ripple of merry voices. Here between the boughs of a yew-tree sits a little maiden of twelve knitting.

At the great sand-heap a little way off an eager group stands, shovel in hand, to see a dark-eyed boy fix a hanging railway down a steep incline. A little fellow working alone has completed the Cenis Tunnel, and another has made a small Elsass in the sand.

The little shed with a wooden platform standing in a little space among the bushes is the open-air school, theater and dressing-room. Yesterday there was a great succession of plays, and the Burgermeister himself, with his wife and other visitors, came to see the children act. They need no stimulus in the shape of a teacher, no decorated stage, lights or costumes. They acted six fairy plays, leaving accessories of all kinds to be supplied by the imagination (as did the first actors of Shakespeare's plays), but entering into the spirit of the Wicked Youth's escapades, and the domestic woes of Cinderella.

The school day proper, or the time of formal teaching or lessons, is short. It amounts in all to hardly a third of the ordinary school day. For two hours only each child is in class. There are eight classes in all, and but two hundred children. One group of classes study from nine to eleven, and the other group of four classes have lessons from eleven till one—which is the dinner hour.

The head-master has a whistle, and he knows eight signals by means of which he can call his pupils out of any crowd into their respective classes.

He prepares now to give a "nature lesson" to the senior class, so he whistles, and twenty-five girls and boys fly to him from all parts of the domain. He begins the lesson by saying, "Go and find me a place where an autumn crocus is growing." Away flies the class, and the teacher follows, but all gather very soon on a sunny slope near the avenue, where in the grass shines a fair purple flower, whose long pale stem

is one with its petals. The teacher asks questions and the children answer eagerly. They have much to say of the flower and of its relations, for they have known it a long time. They have got to know many silent friends in the grass and below the trees, and to watch them in spring, in summer, in autumn. From morning till even and thru the seasons they follow the changes of life and growth.

However, it is dinner-time, and in the great wooden shed towards the lift of the mansion the tables are being spread. Along the western side of this dining-room there is neither door nor window. All is open to wind and sunshine. The children are very hungry. They have four meals daily at the school, namely: Breakfast, of bread and milk, at nine; luncheon, of bread and jam, at eleven; a very solid dinner at half-past one or thereabouts; and another solid meal at six.

What are the results? The records of weight and stature kept at the school show a steady gain almost from the first week. More remarkable, however, is the moral and mental development of the outdoor scholars. It betrays itself mainly in a new initiative—a new desire to explore the environment and express the inner life. Conclusive proof that rapid progress is made must be found in the fact that, though a great proportion of the two hundred children attending the Mulhausen open-air school last summer were far behind in their school work at the time of entrance, yet (despite the fact that the school day was but two hours in duration) not one single child was unable to enter the standard of his age on returning to the ordinary school.

* * * *

The open-air school is not a hospital. No diseased children are received. The school doctor has very decided opinions as to the treatment of delicate, as distinct from diseased children.

You do not walk here, then, in the Shadow of the King of Terrors. Under the shadowy trees, and in the vine avenue, where the fast-ripening grape clusters hang between the reddened leaves, little forms lie in every charming attitude of sleeping childhood. Here is no cold, dark Shadow, but only the soft approach of a Rosy Presence that summons the dreamer back to life and all its joys. The good head-master corks the salve bottle (just used for an insect sting on a small child's ear), and sits down in the balcony room, whose roof is painted like a summer sky. He will show you now his health records, his school museum, and also the photographs and slides of scenes in this school taken by Dr. Frederic Rose (a pioneer of Forest Schools in England), and exhibited by him last August at the International Congress of School Hygiene.

But soon the siesta hours pass. The gardens are alive again with merry voices. Still later, as supper time approaches, grave child-eyes look into the face of the strangers half-wistfully. "Cannot you, too," they seem to ask, "come to live in the beautiful garden?" Alas, no! The sun is westering. Far off the Black Forest seems wrapped in veils of deepening purple. Soon the long, bright day will be over, the children will go home. "But we," they say, "will come to-morrow." Yes, to-morrow—and again to-morrow—a chaplet of golden September days. But the inevitable must come for them, too, by and by. The summer school must close. But never, in the long life that may follow, will any child cease to hold his new heritage of golden memories; never again will books and the world be sealed for him as in the days before he stood at Nature's knee and took from her hand what gives life and meaning to words and symbols, gift by gift.

Public Opinion Concerning Education

As Reflected in the Newspapers.

The Teaching of English.

[Chicago Tribune.]

School and college teachers of English are agreed that English is badly taught. They disagree as to the responsibility. College teachers say that the quality of the instruction in English in the secondary schools is so low that the time of college classes must be spent in elementary work instead of work of collegiate rank. High school teachers blame the college requirements for admission. They say that so many books must be read with a subsequent examination constantly in mind that there is no time left for any really valuable work in composition or in the theory of rhetoric, while in addition the pupil acquires a distaste for literature which otherwise he might have learned to enjoy.

Perhaps both are right. It may be that the work is done poorly in the schools and that the requirements of the colleges are the cause of that. It may be that the cause is to be sought in entirely a different quarter. It has been pointed out during the discussion that English collegians who have no systematic instruction in English write better than American students who are severely trained. Is it because of their lack of training? Is it not rather because they receive a training, but of an entirely different kind?

In the English schools the practice of insisting upon careful translations from the foreign authors, ancient or modern, read in class, gives the finest kind of drill in the composition of English. In the American schools, foreign languages are usually studied as if the language was an end in itself, and the value of the Latin, French, or German, as affording material for the study of English, is lost. If a foreign masterpiece is read in the original by a person of superior mind thoroly acquainted with the language, it is certain that the reader is in closer communion with the author when there is no conscious translation into the reader's native tongue. On the other hand, to find words in one's own language for the ideas of a master presented in another tongue, is at once a test of one's comprehension of the master and a more excellent drill in the native tongue than the expression of one's own commonplace ideas. Translation is better than composition up to a certain point, since the trouble with most students is that they are not equal to the double task of furnishing ideas as well as words. When they have gained confidence in their skill in handling the language they will be able to think more freely, not being required to devote all their energy to the words, the mechanism of thought.

Night Schools for Boys.

[Charleston, S. C., Post.]

The several communications we have printed recently, urging the establishment of night schools for boys who are obliged to work in offices during the day for their own and their widowed mothers' support, touch upon a subject which can not fail to appeal to every thinking person in the community. There are many of these boys in every city of consequence, deserving youth who will grow up to be reliable citizens, but without the advantages that their fellows have who are more fortunately conditioned in material things. To extend to them a helping hand is not only an obligation of humanity, but it is a matter of self interest for society. The value of an education is inestimable in the making of good citizenship, and it is a short-sighted community which

neglects to supply every possible facility for the development of the intellectual parts of its people.

In the course of time the public school system should include a course of night instruction for those who are unable to attend the day sessions, but the establishment of such a course can not be considered at the present, when the schools lack even ordinary efficiency, which must be supplied for the sake of the great mass of the city's children, but there is a splendid opportunity for the beginning of a great work by some of the excellent societies which do so much by private effort to uplift the community.

Misfit Education and Insanity.

[Baltimore, Md., American.]

No social statistics in the country are so striking as those that tell the increase in the number of inmates in the various institutions for the insane. With the comforts of living widespread, with the conditions of life so much more satisfactory than those of many other countries, the totals that tell of wrecked minds increase. The figures themselves only disclose the condition; they do not tell the story. But when one reflects upon an increase of some sixty per cent. in the number of the mentally defective, from one census-taking to another—a brief ten years—the question must arise with vivid point, "Why is it?" The common answer is the strenuous pace of the times; the age is too swift; men are too much immersed in business.

But this is only one aspect of the real situation. If the men adapted to the pace were alone found in the hurry, there would be few cases of insanity. Likewise, if those who essayed the literary life and those who sought a place in the professions were solely the qualified, there would comparatively few instances of insanity result. The dreadful totals of mental enfeeblement are very largely those of the misfits. When account is taken of the number who become insane because of domestic infelicity, religious mania, illness and the like, there still remains a vast number who have been driven into frenzy or lapsed into hopeless melancholia because they were square pegs in round holes. The wrongly educated youth is a candidate for the insane asylum. He may force his way to a better adaptation to the world despite the mistake of his training. If he does not, he is a prey to all manner of embarrassments.

Fond mothers want their children to escape the drudgery of trades and seek to have them qualify for professions for which they have no aptitude. The spirit of this view of education has taken hold of educators themselves, and there has crept into the curriculum of the public schools a number of subjects that make a draft upon minds of the youth and which do not point to any practical benefit. The over-stimulation of minds that are sluggish in their working often leads to mental depression; the child comes to believe it is stupid, and morbid self-consciousness results.

A wise system of education would be one that would permit those having the teaching of the children to suggest to the parents trade education in cases where the child is not adapted to training looking to business or the professions, and the recommendation of literary training for those who have mistakenly chosen trade schools. One kind of education is as worthy as another. But the misfit may be crippled for life.

From Teachers' Workshops.

Plans, Devises and Suggestions.

[CONTRIBUTIONS TO THIS DEPARTMENT ARE INVITED.]

Some Composition Subjects.

The following were the subjects of the essays read by graduates of the Meriden, Conn., high school last June:

- A Commercial Education.
- The Origin of Fairy Stories.
- The Effect of Good Crops on the Business of the Country.
- The Japanese Question in California.
- The Passing of the North American.
- What Next?
- A Sunday in Old New England.

Christmas Plans.

We have decided to make our writing and drawing lessons, also our language and construction work, in forms of Christmas presents. Here are a few suggestions from our school:

CALENDARS AND BOOKLETS.

The children will enjoy painting Christmas holly. Colored pencils will do when paints are not available. Cardboard is cut in little squares or heart shapes.

My children enjoy making booklets. They have just finished their Thanksgiving booklets, which were very pretty. They wrote a "Story of the Pilgrims," illustrating it with their own drawings. When they wrote about the *Mayflower* they drew a picture of the ship, the same of Plymouth Rock. They also drew pictures of Indians, their wigwams, guns, drums, cannons, etc. They are planning on making their Christmas booklets similar to the Thanksgiving ones, by drawing Christmas trees with presents on them, pictures of Santa Claus in different ways.

We have the covers of our booklets ornamented with colored drawings. After the little book is finished, the leaves are tied together with baby ribbon to match the cover.

The children will be willing to bring a penny each to help pay for the ribbon and cardboard.

Several boys brought five cents each, thinking there might be a few who could bring no penny.

THE PRESENTATION.

I am keeping all the articles which the children are making, until Christmas time. Then the older boys are going to get a small fir-tree and place in a corner of the school-house.

The older girls, with my help, will decorate the tree with the presents the children have made, also with popcorn and other things to make the tree attractive.

The children will make out invitations for their parents and friends out of colored cardboard, in the shape of a Christmas bell. The inscription will be:

Our Christmas bell calls you to the Primary room, at G-village, for Christmas exercises. Monday, December 23, at 2.30.

We shall have a short program prepared, consisting of songs, recitations, and short dialogs.

Vermont.

CORA M. MARSH.

To Improve Spelling.

While teaching in a country school several years ago, I had so many recitations that there was no time for the usual spelling classes—in fact, the

teacher the year before had omitted them half the year on that account. But the children were very poor spellers, which proved a drawback in all their work.

I found the following way of remedying the matter required but little time, while the improvement was gratifying. At the end of each recitation I took a minute or two—as many as I could spare at the time—for oral spelling of words found in the lesson. I kept a list of the misspelled words, and the pupils took turns copying the list on a small blackboard kept for the purpose. After the last recitation at night each class used their list of words to—in district school vernacular—"spell to the head."

They soon became very observing, as I frequently requested them to spell some word during general recitation, and the length of the lists noticeably diminished. It soon became a habit with them to notice how a new or unusual word was spelled, and our serious spelling troubles were at an end. I have found that poor spelling is more often the result of inattention than of poor memory, and when the habit of observation can be formed, no matter what plan is employed, the difficulty is solved.

New York.

G. L. SELTER.

"The Get-Together Club."

What do teachers do who never compare notes? "Ane stick willna burn alane." Here we are far from the great luminaries, but we can light our little candle from another's flame. We can pick each other's brains, and thus gain wisdom from our neighbor's experience as well as our own.

We do not dignify our gatherings by the name of Teachers' Conferences, but as we chance to get together at the close of the day or week, we give each other many a little hint, many a word of help for the work we love, many a watchword that will stand us in good stead in coming contest.

"How under the sun do you manage to accomplish so much?" we ask of the quiet, systematic teacher who has three grades, yet has never seemed flurried in all her life. She tells us: "I gain time in various ways. I combine classes in certain branches permanently; in some exercises I combine temporarily two or three grades. Then, I have pupils to help. I have good materials—sometimes I have to buy them, but it pays; then, I leave out a lot of things I used to spend time on—the dry, the disconnected."

Then, there is the disciplinarian. Will we ever gain such experience? One mother sends her word to take her little girl and make a lady of her, and this wise teacher sees the angel in the block. Another mother tells her, "I want you to take Johnny, and I don't keer ef yer don't learn him such an awful lot, jest so yer make him mind." And Johnny minds. "Tell us," we say, "what do you do?" "Do?" says our Mentor. "I make Johnny love me. Sometimes, in very rare cases,—well, I have to follow the example of 'The Hoosier School-Master.' You remember, he once had to *act the bull-dog*."

Does this seem a dismal way of finding recreation? Not at all; for altho we sometimes compare our class-work, and the formation of a single letter is not too dry a subject, yet we enliven each other with the recital of many a pleasing episode in our experience. One of us tells how little Carrie Lewis reported in school that their cow had died of hydrophobia.

Another relates Charlie's disgust that the feller settin' next him has ben eatin' *wild* onions! We laugh together and drink in the best of tonics.

I must not forget to tell how much good Miss Jones has done me. She is the teacher I envy most. She laughs off all her troubles. When the children come back Monday morning demoralized,—the consequence of having been two whole days with their parents,—I do believe she *plays like* she's demoral-

ized, too, and by ten o'clock things have adjusted themselves to regular working order. "I tell you what, girls," says Miss Jones,

"Judge as you may,

He who toils merrily carries the day."

When we have said good-night and good-bye, I walk home and think aloud: "I have had an insight—I will try again; perhaps, after all, the fault is in me."

SARAH A. VOGLER.

Practical Problems in Physical Geography.

Selected from the laboratory exercises recommended by the New York State Department of Education.

I.

OBJECT. Noninstrumental observations of the weather for one month.

DIRECTIONS. Keep a record for one continuous month of the following conditions, using the terms, standards, and symbols given below:

a Temperature, as cold, cool, mild, warm, hot, etc.
b Wind, direction and strength, as north, north-east, east, etc.; calm (no wind), light (moving leaves of trees), moderate (moving branches of trees), brisk (swaying branches of trees), high (swaying trees, moving twigs on ground), gale (breaking small branches of trees), hurricane (destroying houses, blowing down trees).

c State of sky as regards cloudiness, and kind of clouds, as clear (less than three-tenths cloudy), fair (between three-tenths and seven-tenths cloudy), and cloudy (more than seven-tenths cloudy); nimbus, cumulus, stratus, cirrus, and intermediate or mixed kinds.

d Precipitation, time of beginning, kind (rain, snow, hail or sleet), and amount (trace, light, heavy).

e Remarks, as much colder to-day than yesterday, wind strong all day, ceased blowing just before sundown, stopped raining during the night, etc.

Arrange your observations in tabular form using some scheme similar to the following:

Date	Hour	Temperature	Wind		Cloudiness		Precipitation			Remarks
			Direction	Velocity	Amount	Kind	Beginning	Kind	Amount	
Jan. 1	8 a. m.	Cold	n. e.	Brisk	Overcast	Nimbus	Grew much colder during night
Jan. 1	12 m.	Colder	n.	Mod.	Cloudy	Nimbus	.....	.....	.....
Jan. 1	4 p. m.	Colder	n. w.	Mod.	Clear	.....	.....	.....	.....
Jan. 2	8 a. m.	Cold	w.	Mod.	Clear	.....	.....	.....	.....
Jan. 2	12 m.	Warmer	s. w.	Light	Clear	Cirrus	.....	.....	.....

Make three observations each day, about eight, twelve, and four o'clock.

Use no instruments, but let your record express the way the weather affects you personally. Note the direction in which the wind veers, whether clockwise (with sun), or counter clockwise (against sun). Get wind direction from some flag or weathervane, the higher above the ground the better. Note the occurrence of dew or frost.

CORRELATIONS. *Temperature and Wind.* Direction of warmest winds; of coldest winds; whether winds make the temperature warmer or colder, and why?

Wind and cloudiness. Direction of wind most apt to produce cloudiness; direction of wind most apt to be associated with clear sky, and why?

Temperature and cloudiness. Are cloudy or clear days apt to be coldest? Why? Is it the same in winter as in summer? Is a cloudy or clear night the warmer? Why?

Cloudiness and precipitation. Are clouds necessary to precipitation? Must the sky be completely overcast? Do we always have precipitation when the sky is overcast? Give kinds of clouds associated with cold weather and warm; with thunderstorms. Is hail associated with cold weather or warm? Is

sleet? Why are dew and frost associated with clear nights?

Wind and precipitation. Give the wind directions most apt to be associated with rain; with snow. Are these the same as those most apt to produce cloudiness? Is the velocity of the wind greater before, during or after a rain or snow? Compare the wind directions before a storm with that which follows. Why do we associate dew and frost with calm weather rather than with windy nights?

Temperature and precipitation. Is the temperature usually higher before or after a rain? Is it the same in winter as in summer? Explain the disappearance of an early morning fog with the advance of the day.

II.

OBJECT. Study the distribution of coniferous, deciduous and tropical forests, and the relation of such distribution to climate.

MATERIAL. Outline map of the world; colored pencils; pictures. (Lantern views may be used with profit.)

DIRECTIONS. 1. On an outline map of the world indicate by coloring effect the principal coniferous, deciduous and tropical regions of the world.

2. Compare your map with a map showing the mean annual rainfall of the world stating the relation of rainfall to the growth of each kind of forests mentioned.

3. Study from pictures the principal characteristics of each kind of forest.

4. Name and locate the five principal forest regions of the United States.

5. Explain the wonderful development of pines, firs, hemlock and cedars of the north Pacific region.

6. How do forests about a region affect its climate?

QUESTIONS. 1. Mention the two important coniferous trees of the north.

2. Explain the effect of the destruction of forests on the denudation of the soil.

3. Mention important uses of at least three trees of each class.

4. Explain the importance of the State and national governments reserving extensive forest regions, stating the two underlying and economic purposes of such preservation.

III.

OBJECT. Study the distribution of areas producing the most important grains and the relation of such distribution to climate.

MATERIAL. Outline map of the world; colored pencils; pictures.

DIRECTIONS. 1. On a blank outline map of the world indicate the distribution of the cereals, using a number or letter for each grain mentioned.

2. Construct on the map the annual isotherm bounding the areas where each of the five most important grains are produced.

QUESTIONS. 1. Mention two grains whose distributions very closely coincide with each other.

2. Explain how the topography of a region facilitates the distribution of grain areas.

3. Explain the importance of Chicago as a grain market.

(To be continued.)

The News of the World.

The immense steam locomotive which is being tested on the Pennsylvania Railroad has again made better time than the big electric engine. It made 93.6 miles an hour on the specially built curved track. The electric locomotive made ninety miles an hour.

The Japanese Government has decided to hold the National Exposition of 1912 in Tokio, between April 1 and October 31. This period covers both the chrysanthemum and cherry blossom seasons.

The exposition is designed to be international. Exhibits from foreign governments and peoples are desired.

Papers written with the ordinary inks in use to-day will be illegible twenty-seven years hence, say chemists.

Sir William Treloar, who retired from the Lord Mayoralty of London on November 9, had the reputation of being the most persistent beggar ever known in London. When he assumed office he said that he intended to raise £60,000 with which to establish a home and a school for the young cripples of London. This difficult undertaking he succeeded in carrying out before his term ended.

Emperor William of Germany received the degree of Doctor of Laws from Oxford University on November 15. It was conferred upon him by a delegation of university officials headed by Lord Curzon, Chancellor of the institution.

Lord Curzon, in presenting the degree in a gold box, spoke as follows:

"We are seeking to connect with our ancient and historic university an enthusiastic lover of the sciences and patron of the arts, who, in a reign now happily beginning to be long, has appreciably raised the standard of duty and patriotism both among his own people and the nations of Europe."

The Dutch Government is again considering a vast plan for reclaiming the Zuyder Zee. The States General may appropriate about \$12,000,000 for the work. It will take about seven years.

Forty thousand acres would be reclaimed at first. In time almost all of her engulfed territory may be restored to Holland.

Professor Eberlein, the distinguished German sculptor, is coming to the United States. He has many commissions here. Professor Eberlein modeled the celebrated Goethe statue which the Kaiser presented to the City of Rome.

France has gold far beyond her needs. She holds about one-third of all the coined money in the world.

As Leo Stevens and A. Holland Forbes of New York were sailing across Connecticut in the balloon *Stevens No. 21*, on November 19, the balloon was pursued by a large bald-headed eagle. The bird measured fully ten feet from wing tip to wing tip.

L. W. Fogg, statistician for the United States Steel Corporation, says that unless greater economy is practiced, the grandchildren of the present coal operators will see the day when the coal supply of the United States is exhausted. Mr. Fogg says that in 1906 about 43,000 acres of the best coal lands in the country were exhausted.

J. H. Clarke, Immigration Commissioner for Canada, has decided to recommend that the government at Washington pass a law excluding Hindus

from the United States. Thousands of Hindus went south this year from Vancouver to logging and railway camps in Washington and Oregon, and to fruit ranches in California.

On December 1 the famous Jerry McAuley Mission of New York celebrated its thirty-fifth anniversary. The little building on Water Street was crowded to its capacity. R. Fulton Cutting and Supt. John H. Wyburn were in charge of the meeting. A number of men told of the change in their own lives and in that of the neighborhood as a result of the work of Jerry McAuley and his followers.

Senators and Representatives have been pouring into Washington during the past week. Almost everyone, before he had been in the National Capital twenty-four hours, had been asked to express his opinion on the subject of currency legislation. The consensus of opinion seems to be that some legislation along this line is absolutely necessary, but as to the nature of the reform measure there is a wide diversity. It is likely that much time will be given during this session of Congress to the preparation and discussion of a currency bill.

The Grand Trunk Railway Company has placed orders for one hundred new freight and passenger locomotives at an approximate cost of \$1,500,000. The orders are distributed among American and Canadian companies, and delivery is to be made during the first nine months of next year. This is one of many signs of the return of confidence in the country's sound financial condition.

Wireless Telephony.

A German company is telephoning wirelessly from Nauen to various places in Germany fifty or sixty miles distant.

Conversations have been conducted with extreme clearness and precision.

Army and Navy.

An effort is to be made during the next session of Congress to secure better pay for our army and navy. The proposed bill provides for an increase in the salaries of the army and navy ranging from ten to twenty-five per cent. If it passes it will be the first "raise" granted to the officers and men of the "service" in nearly forty years, and when one recalls how the expenses of living have increased in that same period, the passage of the bill seems like a simple act of justice which Congress cannot be too quick in putting thru.

Aliens Leaving the Country.

The rush of foreign laborers back to their native countries is a usual phenomena of the late fall and early winter. This year it has assumed unusual proportions.

The big *Mauretania*, of the Cunard line, sailed with 1,050 passengers in the steerage, which is the vessel's capacity; the *Republic*, of the White Star line, took away 2,300 steerage, the largest list of any of the liners which sailed last week. The *Republic* is bound for Mediterranean ports. The *Patricia*, of the Hamburg-American line, was booked for 2,000, her capacity; the *Koenig Albert*, of the North German-Lloyd service for Naples, carried 1,800, her full list, and the *New York*, of the American line, the *Caledonia*, of the Anchor line, the *Nord America*, of the Italian line, and the *C. F. Tietjen*, of the Scandinavian line, were all full as far as steerage is concerned.

American Receives Nobel Prize.

Word that Prof. Albert A. Michelson, head of the department of physics at the University of Chicago, has received the award of the year's Nobel prize for physicists, has reached the Midway Institution from Stockholm. Professor Michelson is now in London, England, where the Copley medal was awarded to him by the Royal Society of London.

Dr. Michelson is the discoverer of a new method of determining the velocity of light. He was born in Germany, but came to the United States at an early age, and was appointed midshipman at the Naval Academy. He was graduated in 1873, but resigned his commission in 1881, and a few years later went to the University of Chicago. He is now fifty years old.

Famous Old Palace.

By the will of the late Prince Strozzi the city of Florence is to receive his collection of pictures and his palace is to go to the State on the payment of about half a million dollars to his wife and brothers. In order to accept the gift the Government will have to pass a special act, and it is hardly likely that it would be considered advisable to spend so much in the purchase of a palace which could be used to advantage for neither a museum nor an art gallery.

The palace was built in 1489 by order of Filippo Strozzi, under the direction of Benedetto da Majano, after whose death it was continued by Simone da Pollaiuolo.

An Aerial Derelict.

An airship answering the description of the French war dirigible *La Patrie*, which broke loose near Verdun, France, on November 30, passed over Wales, the Irish Sea, and the North of Ireland on December 1. It was first seen over Carmarthen, South Wales, at eight o'clock in the morning. It was at a great height, and it was impossible to identify it, altho a watcher who had a powerful telescope declared he distinguished the name *La Patrie* on it.

Altho some of the early reports said that the car remained on earth and only the gas cylinder ascended, it now appears that the entire airship took flight following a gust of wind, which rocked the *Patrie* until all the ballast fell out of the car. With the ballast gone the buoyancy was too great for the two hundred soldiers holding her, and they were obliged to let go. Some of them only released their grasp when their feet were lifted clear of the ground.

Tattered War Flags.

Five flags which were carried by the First New York Regiment in the Mexican War, were installed in the chapel of Governor's Island on November 17.

They are little more than shreds. They were carried to the chapel by five veterans of the Mexican War. The veterans were escorted by militia organizations and patriotic societies of New York.

The story of the five bullet-pierced and battle-torn flags, as told at the ceremony of installation, is as follows:

"The first Regiment of New York Volunteers in the Mexican War was presented with a stand of colors on January 8, 1847, by the City of New York. The flags were received by the regiment when the first parade took place after the presentation, on the Mexican Island of Lobos, about sixty miles north of Vera Cruz, where the fleet containing the army assembled. The officers of the regiment were called to the front and center, where they formed a circle

about the colors. Each officer placed his left hand on one of the staffs, raised his right hand, and took a solemn oath, under the direction of Colonel Burnett, to protect the flags with his life blood. The colors consisted of two flags and two guide colors—one of the national flag and the other a red flag, with the coat-of-arms of the City of New York on one side and the coat-of-arms of the State on the other. The red flag was the first over the inner wall of the Castle of Chapultepec on the morning of September 13, 1847. The regiment took an active part in the siege and capture of Vera Cruz, the storming of Cerro Gordo Pass, the taking of the City of Puebla, the battle of Contreras, and Churubusco, the storming of the Castle of Chapultepec, and the capture of the City of Mexico. The regiment belonged to the First Division, which entered the city at daybreak of the morning of September 14, 1847."

Asks for Statehood.

A convention of delegates from every part of New Mexico met at Santa Fe on November 30, and adopted the following resolutions:

"Whereas the people of New Mexico have been chafing under a Territorial form of government for more than half a century, and

"Whereas such form of government has become intolerable, and

"Whereas it is believed that the American people are inherently in favor of home rule and are unwilling to have 400,000 legal, intelligent, and energetic citizens of the United States governed as mere subjects; now, therefore, be it

"Resolved, That the Congress of the United States be and is hereby petitioned to pass an enabling act permitting the Territory of New Mexico to form a State Government; and be it

"Resolved, That a representative committee be appointed by the Governor of the Territory and the chairman of the convention, whose duty it shall be to present our cause to the national Congress, and request, beg, and pray and demand that New Mexico be forthwith admitted to Statehood."

Governor Curry conveyed assurance that President Roosevelt will help the Statehood movement, and a strong Statehood league was formed.

New Safety Switching Plan.

The first track circuit switching system in the world was put into operation on December 1, by the Delaware, Lackawanna and Western Railroad at its terminal in Hoboken. The new system enlarges the switching facilities of the road three times.

The safety feature of the track circuit system operates on an entirely different principle from those formerly used. Both signals and switches are operated by electricity from the same signal tower. The track covered is divided into sections, at each end of which there stands a pair of sentinel track batteries.

The towerman arranges the train's route out of the yard and fixes the switches accordingly. When the train enters upon the first section of its route the sentinel batteries by the track become automatically de-energized, establishing a short circuit to the sentinel batteries at the next station. This short circuit in turn de-energizes the electrical devices in the tower by which the switches are moved, so that the whole mechanism falls dead and immovable until the train gets off that section of the track. It protects the train from collisions front or rear, as well as from being sidwiped at the fouling points. And it cannot be deflected, either, for once the train has entered on the route laid out for it not even the switchman can change its routing.

Interesting Bits of Information.

THESE ITEMS ARE COLLECTED WITH REFERENCE TO THEIR SUITABILITY FOR USE IN THE UPPER GRADES OF THE ELEMENTARY SCHOOL AND IN THE HIGH SCHOOL.

The church of St. Pierre at Montmartre, which has been closed for the last six years for repairs, is about to be re-opened for public worship. It is the oldest church in Paris, says the *Dundee Advertiser*, having been built in the twelfth century by Louis VI and his queen, Alix of Savoy. It served as chapel to a Benedictine convent, also founded by the same king—a "royal" convent, the abbesses of which were appointed by the king instead of being elected by the nuns. Henri IV gave the post to one of his mistresses, Marguerite Louise d'Orleans, half-sister to the "Grande Mademoiselle," who took refuge in the Abbaye when separated from her husband in 1675, but the historian relates that "her conduct did not edify the establishment." In the Reign of Terror the abbess and all the nuns in residences were guillotined.

The cause of scientific forestry the country over will profit by the splendid gift to Harvard University of 2,000 acres of valuable forest land, which has just been announced. There is no better timber in Massachusetts than stands on this tract near Petersham, a town that has long profited by the scientific methods of forestry in use on that property. So far as the university is concerned, its friends maintain that this gives it the best equipment for practical as well as theoretic instruction to be found anywhere in the country, when taken in connection with the great resources of the Arnold arboreum, in the field of forest botany.—*New York Evening Post*.

Old Trees.

Brazilian cocoanut palms live from 600 to 700 years, and the Arabs assert that the date palm frequently reaches the age of 200 to 300 years. Wal-lan's Oak, near Paisley, Scotland, is known to be more than 700 years old, and there are eight olive trees on the Mount of Olives, near Jerusalem, which are known to have been flourishing in 1099.

The yews at Fountain Abbey, Yorkshire, were old trees when, in 1132, the abbey was built, and a redwood in Mariposa grove, California, is a manifold centenarian. Baobab trees of Africa have been computed to be more than 5,000 years old, and the deciduous cypress at Chapultepec is considered to be of a still greater age. Humboldt said that the *Dracena Draco*, at Orotava, on Teneriffe, was one of the oldest inhabitants of the earth.

The Toothsome Mushroom.

One of the most delicious of all mushrooms, and one also very easily distinguished, according to the *Woman's Home Companion*, is the fairy-mushroom. In old meadows and pasture fields, and even on lawns where the sod is old, this variety is often found in great abundance. The remarkably regular circle, or ring, in which it grows has given it its name.

The common puff-ball is found in widely varying sections of the country, and when young, white and tender it is an absolutely safe food, yet where it grows in greatest abundance it is frequently avoided, from the prevailing impression that it is poisonous. These are by no means the only varieties one may easily learn to distinguish, but they are some of the best known and most delicious.

France grows and consumes more mushrooms than any other country in the world, and so inexpensively are they raised that it is said no Frenchman is too poor to indulge in them. The poorer classes in Russia use this fungus largely in place of meat, picking

and drying it in great abundance. Being highly nitrogenous, it is a very satisfactory substitute for fishy foods, and, unlike many other vegetarian foods, possesses a rich, meaty flavor very delightful to a meat-craving appetite.

The Maine Logging Camps.

In the woods of Maine within the next few months will be cut about 700,000,000 feet of spruce logs, says the *Kennebec Journal*. Of this a seventh will be cut on the west branch of the Penobscot and nearly two-sevenths on the combined west and east branches of that river.

The remainder will be cut on the waters of the Kennebec, Androscoggin and the streams tributary to the three rivers named. To harvest this vast crop of logs will require an army of men. It is estimated that every million feet of logs cut in the woods requires the services of thirty-five men. That gives a total of 24,500 men who will find employment in the woods of this State this winter. When you add to this force the men who are employed in the birch woods and in cutting other timbers than spruce, the aggregate will climb well up toward 30,000.

Elephants at Work on Long Island.

Two big Bombay elephants are at work at Long Beach, L. I. With their heads against a timber they push it into place. Harnessed to cars filled with dirt and cracked stone, they draw loads that could not be budged by several teams of horses.

The work of the elephants is directed by a tiny Hindu.

It was found that the animals could not only do the work of several of the strongest horses, but that they did not tire so easily, their broad feet not sinking so deeply in the yielding sand as the hoofs of the horses. Roger and Alice, the elephants, are not trick beasts, but their tiny master, Folga Bey the Hindu, can make them do almost anything.

The Progressive Japanese.

The Swiss Minister to Japan, Dr. H. Ritter, recently sent a long report to his Government concerning commercial affairs in Japan. He declares that the Japanese are pushing out Europeans and Americans from the Far East, particularly from Japan.

He gives an example of Japanese methods. The Japanese Government sent a man named Oga to Switzerland and America to learn how the condensed milk trade was conducted in those countries.

The man worked as an ordinary employe in various branches of the business in both countries. When he had mastered the details of manufacture and distribution he returned to Tokio. Then, backed by wealthy men, he founded a large condensed milk factory near Tokio, cut prices sharply, and practically drove out of the country all the foreign goods that competed with his.

The same process, Dr. Ritter says, is going on in nearly every trade and business.

Big War Balloon Factory.

One of Germany's greatest manufacturing firms, The Seeght-Halske-Schubert Electric Company, has decided to make a business of building military airships.

It will sell them just as the Krupps supply cannon to different countries.

The company is now experimenting with flying machines.

Pioneers in Education.*

V. HERBERT SPENCER.

Herbert Spencer's *Education* is known to every intelligent teacher in America; and the ideas embodied in that work have had some share in forming educational opinion in our country, but have probably had little direct influence in shaping educational practice. M. Compayre, while consenting to much that Spencer says, is obliged to "make important reservations"; and while professing a certain amount of admiration for "this ingenious and seductive work," he announces at the outset that he "shall not spare criticism." He does not agree with one French philosopher, Bertrand, who declares that Spencer's theories "may be accepted almost without reserve," nor yet with another French philosopher, Thamin, who declares that Spencer's book is "worthless and inconsistent." It will be found, however, on reading the present monograph, that Compayre finds more to blame than to praise in Spencer's educational philosophy.

One serious charge made against Spencer is that he is not original; the important ideas exploited are nearly all borrowed from Rousseau and Pestalozzi. "Thanks to an amazing gift of expression, he clothes the ideas of others magnificently; but as to education, it is possibly just to say that the book contains very few really new ideas."

Another limitation is that, like Locke, he seems to have in mind the education of a gentleman. He constructed a uniform course for all, demanding a consecration to study of many long years. Popular education is not contemplated, for it would be absurd to propose, in the present state of society, for the children of the poor, such a wide course of study and preparation for "complete living." It is a kind of aristocratic scheme that might be suitable for individual education conducted at home, but not for collective education conducted in classes.

Among many other defects pointed out, the following may be named:

1. The analysis of the five activities of life shows that Spencer's conception of education is one planned for industrial and business people "in which the liberal culture of human faculties enters only by way of compliment"; where instruction in literature and the fine arts, being left to the last place, subject, also, to the possibility of spare time, seems almost like a mere accessory. "The fact is, that in the classification proposed by Mr. Spencer there is a gap,—a serious omission. . . . He considers the workman, the artisan, the father of the family, the citizen, but he altogether forgets human personality. . . . His pupil would be stuffed with the knowledge appropriate to the needs of a useful life, but we do not find him prepared for the obligations of morality. . . . We shall therefore ask Mr. Spencer to insert in the second place, immediately after those which have regard to the care of the body, activities which train the moral sense, which form the personality in its full strength and dignity. . . . If this correction is accepted, the whole plan of life and, in consequence, of education will be changed."

2. It is well enough to teach the pupil hygiene, but is that enough? "In order to resist pleasurable temptations, the injurious effects of which are well known to us, is it not indispensable that we should be armed with more than scientific knowledge, that

we should be at least imbued with the feeling of our dignity as human beings?"

3. Mr. Spencer is not sufficiently concerned about knowing whether instruction in science is appropriate for every age, whether it can be really grasped by young children. Some sciences are obscure; in all sciences, some parts are difficult. Mr. Spencer has paid no attention to this practical aspect of the subject.

4. In treating of history, Spencer, as usual, sacrifices the "education of the emotions to positive instruction. His citizen would be able to analyze the institutions of his country"; but will he have learned to love his country?

5. When we come to the final limit of human activity, literary and artistic education, we find again a "want of feeling and inspiration. One must become an artist or a poet by first becoming a scholar." That science may be poetical no one questions, but the idea of making a poet thru the study of science seems ridiculous. . . . "On the contrary, we hold that aesthetic culture is indispensable in order to provide for the human plant its substance, the moral nutrition which it needs. Aesthetics are not merely the crown of civilization; they are its foundation, one of the essential principles of intellectual life."

6. The reason given by Spencer for his faith in the educative value of science "gives a shock of surprise"; for it is an *a priori* argument from a man who professes to accept only conclusions based on scientific evidence.

7. The scientific education extolled by Mr. Spencer is very far from what we understand by an "all-round" education. It is one-sided; it would develop certain faculties and starve others. The best results come from a flexible and varied plan of studies.

8. Similar criticisms are offered on the Spencerian scheme of physical education and especially on the theory of moral training. The proof that these criticisms are valid is seen, says the author, in the fact that Spencer has not convinced his own countrymen. Not only have the classical studies held their own in England and America since the publication of *Education*; but the number of students taking Latin is constantly increasing.

To offset these unfavorable opinions, there is much approval scattered through the book; but this applies more to the form than the substance of Spencer's work. "Whatever we may think of the soundness of his hypothesis, we cannot deny their grandeur." In fact, some readers may think the author is a little hard on Spencer, even as Compayre himself seems to feel that Davidson is a little harsh with Rousseau.

The translator has made several slips in construction which may be due to hasty proof-reading. On page 29 we find this: "instruction in literature and the fine arts . . . seem almost like mere accessories." On page 39 we read: "His citizen would be able to analyze the institutions, etc.; but will he have learnt to love it?"

The reading of these books has been a genuine pleasure to the reviewer. The books are compact, brief, critical, and printed in large type on excellent paper. In the beginning of each volume is an analytical table of contents, and at the end is a brief bibliography in German, English, and French. I consider the series a notable addition to the pedagogical literature of America.

JOSEPH S. TAYLOR, Ph.D.,
District Supt. of Schools, New York,

*Fifth in a series of Monographs by Gabriel Compayre. Thomas Y. Crowell & Co., 1907. Translated by Maria E. Findlay.

Notes of New Books.

A TEXT-BOOK IN PHYSICS, by William N. Mumper, Ph.D., Instructor in Physics, New Jersey State Normal School, Trenton, is workable and sensible, written in a clear, easy style and reinforced by numerous homely illustrations. Altho distinguished by its directness, simplicity, and brevity, the work is both scientific and truthful. It meets equally the needs of students who are preparing for the most exacting college entrance examinations, and also those other students who are not going to college. The attention of the pupil is directed first and chiefly to the "how" rather than to the "why" of phenomena, thus laying a firm foundation on the well-established facts and principles of the subject. Thruout, emphasis is placed upon the physical relations, rather than upon the forms of expression. The plan of treatment will develop genuine knowledge and discourage the mere learning of definitions. (American Book Company, New York. \$1.20.)

Everybody is interested in Hollis, Maine, because it is the summer home of Kate Douglas Wiggin. Every year Mrs. Wiggin gives a reading for the benefit of the old church at Hollis,—a fact which is also widely known over the country. Because of our interest in Hollis and its old church, we are particularly interested in Mrs. Wiggin's story about it, *THE OLD PEABODY PEW*. The tale itself is in Mrs. Wiggin's best sweet-tempered, semi-humorous vein. Bound, as the book is, in holly and mistletoe design, with decorated margins and illustrations in color, the book is one of the choicest of the season's gift books. (Houghton, Mifflin Company, Boston, Mass.)

Some time since a Californian interested in the schools of the country offered two prizes of five hundred and three hundred dollars respectively for essays on "Moral Training in the Public Schools." Under this title the papers of the winners—Principal Charles E. Rugh of the Bay School, Oakland, Cal., and Rev. T. P. Stevenson, of Philadelphia—are published, together with three other papers standing next upon the judges' list. The writers of the other papers are Prof. Edwin D. Starbuck of the University of Iowa, Mr. Frank Cramer, of Palo Alto, Cal., and Principal George E. Myers of the McKinley Manual Training School, Washington. The various view points represented in the volume are unusually interesting by reason of the opportunity for contrast which they offer. The papers are also interesting for the points they have in common.

Each of the writers is deeply impressed by the need for this training in our school system, and each has a lofty conception of the mission of our schools in this part of the training of the young. It is a symposium of the best thought along this line. Not only should educators read this volume; it should be carefully perused by every parent who cares for the most vital part of the education of his children. (Ginn & Company, Boston.)

Mabel Osgood Wright has written charmingly about birds, and her new volume, *GRAY LADY AND THE BIRDS*, is as fascinating as her earlier work along this line. Mrs. Wright is eminently qualified in two respects as special advocate of the birds; in the first place she is a true bird-lover, and secondly she is a keen observer. She also writes delightfully, putting her readers in close touch with ways of the birds, telling how to secure their friendship and how to cultivate the natural love and interest which all children feel in the life that surrounds them. The interest and the love is there, but it needs training and guidance or it will be crowded out as the child grows. There are many helpful suggestions for feeding, the making of bird-houses and nesting-boxes, and many other ways of inducing the birds to live near their human friends.

The illustrations are both in half-tone and in color and a number of them are reproductions of photographs. Mrs. Wright's work for the birds has met with recognition in her election to the presidency of the Audubon Society of Connecticut. It is one of the best and most sympathetic bird books of recent years. (The Macmillan Company, New York. \$1.75 net.)

The habit of meditation is so universally out of vogue that to come upon one who has taken the time to cultivate it is an unusual pleasure. Henry Byron, a schoolmaster in Greater New York, has not only devoted the necessary time, but in his *DAY DREAMER'S HARVEST* reveals that type of mind, or shall we say spirit, which, while keenly alive to the doing and thinking of its fellow men, is sufficiently unbiased to pass judgment upon their frailties and foibles, free from cynicism, yet frank and sincere. It would be a pleasure to quote extensively, but, perhaps the author's foreword will best indicate his attitude and show most clearly the graceful charm of his style:

"Having reached life's autumn, I looked about for the harvest. I gathered the first of all my days on earth; but when I began winnowing it, lo! the most was scattered like chaff, and only a few grains remained that might be garnered in humanity's storehouse for the mind."

May we not suggest that this little book of true wisdom, in the beautiful form in which it has been put forth, will be a fitting gift for those who love the beautiful in art, in nature, in life. (Ivan Somerville & Co., New York. \$1.25 net.)

THE DAUGHTER OF JORIO, one of Gabrielle D'Annunzio's most successful plays, has been translated and is now presented to American readers in a handsome edition. It is hardly necessary to comment upon D'Annunzio's tragedy. The translation is a collaboration by Charlotte Porter, Pietro Isola, and Alice Henry. The extremely difficult task has been accomplished with unusual success. A close following of the original has been carefully combined with excellent idiomatic English. The diction is graceful and poetic.

The beautiful photographs of scenes from the original production of the play furnish splendid illustrations. The handsome printing makes the volume unusually attractive. (Little, Brown & Company, Boston.)

Katharine Pyle has given us a true picture of child life and disposition in *THEODORA*. Theodora is an only child who is sent to an Episcopal school while her father goes abroad. She meets many little girls of different natures, rich and poor—among them Susie, an unfortunate orphan. Theodora's dislike for Susie changes to love and devotion under the careful guidance of the Sisters. The children are natural and the story is interesting. Illustrated by W. A. McCullough. (Little, Brown & Company, Boston. \$1.25.)

JUDY, Temple Bailey's new book, is just suited to the tastes of girls in their teens. Judy and her two friends, Anne and Launcelot, form an interesting trio. Judy, the self-willed, Anne, the self-controlled, and Launcelot, the self-assertive. Each is a fine portrait; a character just coming to maturity. These three young people have many good times together and a number of exciting experiences. It is sure to be a favorite among the new books of the season. (Little, Brown & Company, Boston.)

JOHN HARVARD AND HIS TIMES, by Henry C. Shelley, is one of the handsomest volumes that has appeared this season. It is also one of the comparatively few that have serious interest and real value. Among the men to whom America is most profoundly indebted, John Harvard occupies a conspicuous place. Authentic knowledge about him has been extremely limited. So little was known of him, in fact, that in 1842 James Savage offered a reward of five hundred dollars to anyone who could furnish five lines of authentic information concerning him in any capacity, public or private. The discovery of the baptismal entry in St. Saviour's Church, Southwark, London, and some other finds, opened up a most interesting field of research, the results of which are well summarized in the present volume. John Harvard at last stands out as a real, historical character, not as one of those almost mythical beings whose names and reputed works alone are left to differentiate them from the host of forgotten dead. One theory which the author presents with what appears to be very strong circumstantial arguments to back it, is that the parents of Harvard were first introduced to each other by William Shakespeare. It may not be of much importance, but it certainly adds a touch of very human interest to the narrative.

A word should be said of the capital illustrations, of which there are some two dozen. They are well made reproductions of photographs. It is decidedly one of the most interesting books of the year. (Little, Brown & Company, Boston. \$2.00 net.)

The mystery and the fascination that hangs over the coasts of Africa have rarely had a more satisfactory interpreter than Mr. Richard Harding Davis in his new book, *THE CONGO AND COASTS OF AFRICA*. The description of the voyage along the Coasts, stopping at one lonesome port after another to leave a missionary or an official, the glimpses of the life they lead and the work they do, the intensely human and vivid idea of what Africa actually is to-day in that coast region, and what it means to the white men and women who try to live there, and to the black ones who belong there, is a revelation. The present discussion of the manner in which King Leopold of Belgium has conducted and is conducting the government of the Congo gains much new and surprising illumination from Mr. Davis' narrative. He goes into the question not only from the point of view of the actual conditions of to-day, but with an historical summary of the causes and the reasons for the growth of present conditions. Mr. Davis' account of what he saw, and his description of conditions thruout that country, and the contrast between it and the neighboring colonies under other European governments, furnishes excellent material toward building up an accurate idea of King Leopold's success as an African ruler. The chapter on "Americans in the Congo" is particularly interesting as well as entertaining, and that on "Hunting the Hippo" is as good a hunting story as has appeared in many a day. The life of the men exiled at the stations along the coast or on the rivers in the interior is touched on from time to time with a sympathetic skill and power that make the tragedy and comedy of their lot intensely appealing. (Charles Scribner's Sons, New York. \$1.50.)

Kenyon Cox, an artist of well-attested ability, has already won distinction as an art critic with his "Old Masters and New." A new series of essays, practically a continuation of the volume just mentioned, appears under the title **PAINTERS AND SCULPTORS**. Mr. Cox writes clearly, simply, and in a manner to be readily understood by those not capable of appreciating more technical criticism. At the same time his work shows thoro knowledge and critical acumen. It has merely adapted itself to the needs of the general reader.

The chapter titles will best indicate the scope of the book: *The Education of an Artist; The Pollaiuoli; Painters of the Mode; Holbein; The Rembrandt Tercentenary; Rodin; Lord Leighton*. There are seventy well executed reproductions of the paintings and sculptures described in the text. This is altogether one of the most pleasing volumes of informal art talk which has been seen in some time; it is sound, discriminating judgment put in readable form. (Duffield and Company, New York. \$2.50, net.)

The fame which Edward Peple won by his popular play, "The Prince Chap," is well maintained in his new novel **SEMI-RAMIS**. The scene is laid in ancient Assyria, and the heroine is the wonderful queen who lured men to death by her strange beauty. But the tale is of her earlier years, when that fatal beauty was still young and fresh, and deals with loves and wars and hard adventures in the barbaric splendor of the East's past. Mr. Peple has handled his material skilfully, not so much with the purpose of presenting a correct historic picture as of showing a true human picture—true, when judged by the unchanging character of humanity itself. The popularity which it is sure to attain will be well earned. (Moffat, Yard & Company, New York. \$1.50.)

TED IN MYTHLAND is a delightful retelling of the stories of Greek mythology. Ted is a dear little chap whom Mercury, the one that stands on the mantel, carried away to Mount Olympus one afternoon when Ted had been told that he must take a nap and couldn't imagine why he had to, when he wasn't a bit sleepy. The boy wanders about among the gods and goddesses and hears the strange tales of their wonderful doings—the same old tales that Greek boys listened to centuries ago. These stories are as fascinating to children now as they were then.

The author, Hermine Schved, tells the adventures of the god or hero that is being described in verse, connecting these verses by the narrative of the story. Ted was delighted, and so, we are sure, will other children be. It will be an excellent Christmas present, and is sure to spring into popularity at once. (Moffat, Yard & Company, New York. \$1.00 net.)

Carolyn Wells was never brighter or more entertaining than in **RAINY DAY DIVERSIONS**. The book is in three parts, the first of which is given up to some very clever tricks, the second to "How to Celebrate" the different holidays of the year, and the third contains two plays, "The Day Before Christmas" and "A Substitute for Santa Claus." It is just crammed full of fun from cover to cover, and will prove a source of endless amusement. The child that finds it among his gifts on Christmas morning is fortunate indeed—likewise his parents. It is the best book of its kind which has appeared in years. Clean, wholesome fun—and lots of it. (Moffat, Yard & Company, New York. \$1.00 net.)

GOVERNMENT FOR THE PEOPLE is John C. Ten Eyck's protest against the pessimistic attitude of many voters with regard to prevailing political conditions. It is sound and wholesome. The author points out the simple cure for the many evils which he admits do exist. It is, of course, the franchise. Our government is now worse than we permit it to be. Mr. Ten Eyck's analysis of the present situation is clear, and his counsel sound and sane. A good book to put in the hands of young men. (Moffat, Yard and Company, New York. 60 cents, net.)

One of the most illuminating contributions to current educational thought in England comes from the pen of F. H. Matthews, M. A., organizing master to the Education Committee of the West Riding County Council. Mr. Matthews commences his volume with a consideration of "The Importance and Limits of Theory." He then takes up "The Aim of Education," and passes on to a discussion of what should constitute the training given in the first years of the course.

After presenting his views on the opening of the second stage in the child's education, the author devotes chapters to the following subjects: Science, The Humanities, Foreign Languages, the Classics, Logic and Summary of General Considerations, Special Subjects and Specialization.

The author is a progressive educator of clear convictions and sound judgment. His little book, containing less than a hundred and fifty pages, is a concise setting forth of these opinions. It is worthy of the careful perusal of American students. Educational problems are much the same on both sides of the Atlantic, and viewpoint offered by the present work is decidedly helpful. (Cambridge University Press. G. P. Putnam's Sons, New York.)

A book interesting to both old and young is Clara Bar-

ton's **STORY OF MY CHILDHOOD**. Any child old enough to read will enjoy it. The author begins as far back as she can remember and gives many different experiences, from the time when her big brother had to carry her over snow drifts to the country school until she was old enough to be a teacher in one of these country schools. The story is inspiring and helpful. (Baker, Taylor & Co. 50 cents.)

Everyone loves a healthy, sensible young girl, and when such a girl journeys from Virginia to California her experiences are bound to be of immense interest. **THE FOUR CORNERS IN CALIFORNIA**, by Amy E. Blanchard (The Corner Series) is an excellent book for young readers. There is geography and history intermingled with fun and adventure. (Geo. W. Jacobs & Co., Philadelphia.)

EASE IN CONVERSATION or hints to the ungrammatical, by Emma Churchman Hewitt, is an excellent book to be placed in the hands of young girls. A great many ordinary slips in conversation are here recorded in a form that young people will actually read. The story is of the meetings of a girls' "Conversation Reform Club," as it was called, and the readers of the book who take part in these meetings will derive quite as much benefit from their presence at the eighteen meetings of the club as do the actual members themselves. The book might well be used as a series for morning readings, especially in girls' schools. (George W. Jacobs & Co., Philadelphia.)

THE NOVELTY CIRCUS COMPANY, by a man who writes under the *nom de plume* of Oliver Olney, is one of the best boys' books of the year. It is literally a boy's book, but any healthy girl who can get hold of it will enjoy it quite as much as her brothers. It is the story of how fifteen boys gave a circus with "human animals," in their own town, and earned more than \$150 thereby. Their entertainment was so good that they were offered the chance to make a professional tour of six weeks, and the rest of the book tells of their adventures by the way. The book is healthy and interesting, and is cordially recommended as worthy of a place in libraries and in a boy's book-case. (George W. Jacobs & Co., Philadelphia.)

"The Federal Union! It must be preserved." In such language did Andrew Jackson sound the death-knell of the first rebellion. He clearly foresaw that the country must one day wade knee-deep in blood to save itself, and heaved a sigh of regret that secession should have died so easily. In **WHEN MEN GREW TALL, OR, THE STORY OF ANDREW JACKSON**, Alfred Henry Lewis portrays this remarkable character most realistically. We live over again with the "General," those stirring days when Kentucky and Tennessee were the frontier, and Florida and New Orleans were held by Spain and England. These are most interesting days in the making of our country, and well worth careful study (Illustrated, \$2.00. Appleton & Co.)

Books Received.

Harrison, E. S.—**SPANISH CORRESPONDENCE**. Henry Holt & Co. \$1.00.

Hoffman, E. T. A.—**DAS FRAULEIN VON SCUDERI**. Henry Holt & Co. 35 cents.

Newton, E. W.—**INTRODUCTORY SIGHT-SINGING MELODIES**. Ginn & Co. 30 cents.

Ollivant, Alfred.—**RED-COAT CAPTAIN, A STORY OF THAT COUNTRY**. The Macmillan Co.

Stevenson, Robert Louis.—**THE MASTER OF BALLANTREE**. The Macmillan Co. 25 cents.

Wooley, Edwin C.—**HANDBOOK OF COMPOSITION**. D. C. Heath & Co.

New York State Education Department—Higher Education, Bulletin 31, Professional Examination Papers, 1906-07.

Syllabus for Secondary Schools, Agriculture. Teachers' Examination Papers, 1906-07.

Training Class, Regulations for Organization and Government.

Syllabus for Kindergarten Certificates.

Secondary Education, Bulletin 36, Associated Academic Principals, Proceedings of Twenty-Second Annual Conference.

Secondary Education, Bulletin 34, State License Teachers' Association, Proceedings of Eleventh Annual Conference.

New York State Museum, Bulletin 115, Geology of the Lang Lake Quadrangle. Bulletin 114, Rochester and Ontario Beach Quadrangles.

Bureau of Education Statement of the Commissioners of Education to Secretary of the Interior for year ending June 30, 1907.

Macdonald College, Quebec, Canada—Announcements, 1907-08.

National Bureau of Education—Agricultural Education, including Nature Study and School Gardens, by James R. Jewell.

The way to regain your health after sickness is to take Hood's Sarsaparilla—it tones the whole system.

The Educational Outlook.

The executive committee of the N. E. A. after careful examination of local conditions have confirmed the directors' choice of Cleveland as the next convention city. Ohio well deserves the honor thus bestowed upon it. The first regular meeting of the Association was held in Cincinnati in 1858, and in 1870 Cleveland was the meeting place; since then, the standing third on the membership list, it has not been visited by the Association. Cleveland is near to the geographical center of the active membership. The dates are June 29 and July 3.

While the railroad rates have not as yet been fully determined, there are good reasons for confidence that the rates will not be higher than in former years, altho the basis may be somewhat changed. This question is now under consideration by the lines in interest.

Jersey City has added \$107,000 to its teachers' pay-roll. There is to be an average increase of twenty per cent. Teachers receiving the higher salaries will be given an additional ten per cent., and those on the lower schedules will receive advances as high as thirty-six per cent.

The meeting of the National Society for the Promotion of Industrial Education scheduled to be held at Chicago December 5-7 has been postponed to January 23-25. It was found that many of those most needed at such a meeting could not be present at the earlier date.

The Appellate Court has upheld the Chicago Board of Education in the stand taken by that body against fraternities in the schools. In 1904 the Board passed a rule forbidding members of such organizations to represent their schools in athletic or literary contests. The right of the school authorities was questioned by the parents of some of the scholars and an injunction preventing the enforcement of the rule was sought. The refusal of the court to grant this injunction places the matter where it should be—in the hands of those officially chosen to formulate the regulations governing the public schools. The action taken recently in Washington and other cities thruout the country, shows the opinion of our best educators is opposed to the creation of class distinction on any lines, in our common schools.

Two night schools have just been opened at Knoxville, Tenn. One is near the Knoxville Woolen Mills, the other at the People's Tabernacle. Chairman Mynders, of the Educational Committee, is in charge of the work.

Near the Knoxville Mills, a building has been donated by the management and has been put in repair, and the lights and janitor service will be furnished. It will seat about 150 students.

H. C. Buell, of Janesville, succeeds M. H. Jackson, of Grand Rapids, as president of the Wisconsin State Teachers' Association. Miss Katherine R. Williams was re-elected as secretary.

A delegation of young men recently waited upon the Playground Commission of Newark, N. J., and asked that the playgrounds be opened. The spokesman of the committee protested against having the playgrounds purchased by the Board of Education only used for two months, when they might be a great source of benefit and pleasure during almost the entire year.

One point in which State Superintendent Martin of South Carolina is especially anxious to improve the State's school system, is in regard to the granting of teachers' certificates. He proposes that a fee be charged for taking the examinations, that the examination be in charge of the State Board, the conducted by the county boards, and that the identity of applicants be concealed.

Boston University has received \$20,000 as its share of the \$100,000 fund left by the late Lyman F. Rhoads for distribution among educational and charitable institutions.

The eleven district agricultural schools of Georgia are to receive \$4,000 each from the sale of fertilizer tags and oil inspections of the State. This question was decided by State officials at a recent conference.

Dr. R. Tait McKenzie, president of the Philadelphia Physical Education Society, at a recent meeting gave an informal report of the International Congress of School Hygiene, held in London last August. He also reviewed the general progress of the movement and said that the last two years had been particularly noteworthy for advance.

Supt. E. W. Chamberlain, of Red Lake Falls, has been elected president of the Northwestern Educational Association. Mrs. Elizabeth Sadley, of Crookston, was made secretary and treasurer.

President Eliot, of Harvard, told the Association of Collegiate Alumnae, at its recent meeting in Cambridge, that the home was the most natural and highest sphere for woman's work.

"It is the most intellectual occupation that there is in the world," he said, "and calls for carefully trained mental and moral powers. In the lower walks of life, as well as in some of the higher, the occupation of the woman is often higher than that of the man. Think of what intellectuality a mother of five or six children must have."

Miss Laura D. Gill, of New York, was elected president for the ensuing year.

With Chairman James J. Storrow of the Boston School Board as their special guest of honor, members of the Old School Boys' Association of Boston of 1857 and Prior, thoroly enjoyed their twenty-seventh annual midwinter reunion, business meeting and dinner at Young's Hotel, on November 20. About sixty-five were present, some of whom in years are well beyond the four score mark.

From Tacoma, Washington, comes a good plan for an arithmetic match. Each fifth grade was requested to send one pupil to an arithmetic match, Central School. The problems involved addition, subtraction, multiplication, division, and the correct reading and writing of the numbers used in the match. Correct result, counted 50 points. Each pupil in the third of the contestants which first finished the problem received 10 points for rapidity, one-third of the number competing 10 points for neatness. A committee from the department of mathematics of the High School selected and read problems and decided results.

New Haven is considering opening a series of free public lecture courses. Dr. Henry Leipziger, who has made of New York's lecture system a great people's university, recently spoke on his work before an interested audience, in which were noticeable members of the local Board of Education and Yale professors.

The women in the Wisconsin schools have taken their stand against the slaughter of birds for millinery or similar purposes. At the State Convention they passed a resolution condemning the wearing or sale of plumage.

Ambassador Whitelaw Reid will be one of the speakers at the twenty-third annual meeting of the Associated Academic Principals at Syracuse, on December 26-28. Other speakers already announced are Dr. Andrew S. Draper, Commissioner of Education, Dr. S. Parkes Cadman of Brooklyn, President Rush Rhees of Rochester University, and Dr. J. A. C. Chandler, Director of Education at the Jamestown Exposition.

Sessions are to be held in the City Hall and the Yates Hotel is to be the delegates' headquarters. The usual reduction of railroad rates has been secured.

It seems unlikely that the book of Bible readings which a number of people have been striving to have put in Chicago's school course will be adopted. Two Rabbis, Joseph Stolz and Tobias Schonarber, presented protests against such action. They claim to represent 250 Rabbis and their congregations, amounting to 100,000.

An exhibition held by the University of Wisconsin at Milwaukee during the session of the State Teachers' Association attracted a great deal of attention. There was a showing of shrubbery, in which it is desired to interest teachers. Members of the University faculty made the exhibit with a view to promoting the growing of shrubs in school-yards.

Among the displays was one of Japanese barberry branches and another of chrysanthemums grown at the University.

State Superintendent Cary summed up the remedies for the evils from which children now suffer, in his address before the Wisconsin Teachers' Association at their Milwaukee meetings.

"What would you have us do?" I hear parents and teachers ask. I will tell you. Give your children more chance to play in the open air, give them a more rational diet, more corn bread, butter, eggs, and milk, and less tea, coffee, cake, and candy. More sleep, more muscle work, and less brain work. More open country and less city streets. Fewer parties and more old-fashioned romping and playing. Put your children, if they are thin and nervous, into school later. Give them more manual training, more cooking and sewing, more application of the knowledge acquired."

Supt. H. H. Palmer, of Duval County, Fla., recently died at his home in Jacksonville. The love and esteem in which Mr. Palmer was held was beautifully shown by the numerous school delegations that attended his funeral and the quantities of flowers sent.

The Associate Alumnae of the Normal College oppose the Graduate Club in their advocacy of a union with the City College. The alumni of the College of the City of New York are also opposed to the proposed merger.

The grade conferences continue to be well attended. Miss McCann, chairman of the New York Teachers' Association's Committee on School Work, reports that the attendance at the conferences has reached nearly one thousand. Teachers are finding in them practical aid for their every-day problems.

Principals' Meetings.

The monthly meetings of the principals of Minneapolis are more popular this year than ever. The general plan of the meeting is to have a main paper to occupy about twenty minutes; then ten minutes is allotted to the one who has been chosen to open the discussion. After this there is a general discussion for half an hour. The next meeting is on December 3. D. H. Painter will speak on "The Education of Defective, Delinquent, and Backward Children," and Miss Michaelson will lead off in the discussion.

The other topics for the academic year are: January 14—"The Significance of Play in its Relation to the Physical, Mental, and Moral Growth of the Child," Mr. Miller and Mr. Gullette; February 4—"Methods of Developing the Social Activities of the Child," Mr. Jorgeens and Mr. Rapeer; March 3—"Educational Values in the Elementary Grades," Miss Reid and Mr. Benson; April 7—"Educational Values" (continued), Miss Gowdy and Mrs. Rollins; May 5—"The Problem of Moral Education," Mrs. Bartholf and Miss Hussey.

A Splendid Offering.

The program committee of the New Jersey State Teachers' Association can congratulate itself in advance on the result of its labors. The following are a few of the speakers who will be at the Atlantic City Convention (December 26-28):

Newell Dwight Hillis, Brooklyn, "Oliver Cromwell"; Paul H. Hannis, Harvard, "Vocational Education"; W. E. Chancellor, Washington, "Education for Institutional Life"; N. C. Schaeffer, Pennsylvania, "The Rural School Problem"; Cheshire L. Boone,

Montclair, "A Typical Industry as a Basis for Grammar Grade Manual Arts"; Joseph S. Taylor, New York, "Principles Underlying the Making of a Course of Study"; Henry Turner Bailey, Massachusetts, "The Industrial Educational Movement and the Elementary School"; David B. Corsau, Newark, "Re-organization of the Elementary School System."

Charter Changes in New York City.

The Board of Education has decided not to seek a charter amendment which would place the medical inspection of school children in its hands rather than under the control of the Health Department, as it is at present. Most of the other radical changes in the charter which the Board discussed at the special meeting called to consider the matter were voted down. Commissioner Jonas, plan to have text-books written by the city's employes and printed under contract, was voted down among the rest. The vote stood eighteen to eleven.

The proposed striking out of the McCarran law was tabled, as was Dr. McDonald's proposition to determine eligible lists and Mr. Cunneen's for removing the city superintendent from the Board of Examiners and increasing the number of the Board to six.

The only changes approved were the giving of permission to the city superintendent to assign district superintendents to districts or to special work, and the providing for ways of removing names from the eligible list. This latter recommendation was materially amended, the Board of Education being given power to determine where persons exempted from examination should be placed on the eligible list.

Magazines for the Teachers.

According to an announcement from the New York Public Library, teachers may now find in both the Bloomingdale and Chatham Square branches of the library the current numbers of leading magazines for teachers, in English, French, German, Italian, Spanish, Danish, Swedish, Polish, Russian, and Bohemian—representing the most recent thought in educational circles in Europe, North and South America, and the West Indies.

These collections include, in addition to general pedagogical publications, periodicals devoted to such special interests as the kindergarten, elementary and high schools, manual training, language teaching, psychology, the study of the deficient child, geography, and nature study.

Play Room Needed.

Elizabeth Burchenal, assistant secretary of the girls' branch of the Public Schools Athletic League, at the league's last meeting, made a plea for room for children to play.

"An officer of the Public Schools Athletic League," she said, "counted one hundred children on each side of the street in one city block two hundred feet long in the tenement house district. In other words, there was one child to each running two feet of the street, giving to each child about the same opportunity for exercise as it would have in the space of a grave."

"The definite thing to remedy this would be to open the playgrounds of the schools with teachers in charge. We are doing this and securing teachers to supervise by giving them free instruction in folk dancing and athletics for girls, in return for which they give an equal amount of time and instruction to girls of their schools."

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Science and Mathematics Teachers.

The Central Association of Science and Mathematics Teachers held their seventh meeting at the McKinley High School, St. Louis, on November 29 and 30. Prof. Calvin M. Woodward, dean of the engineering department of Washington University, welcomed the teachers to the city. Friday afternoon was devoted to sectional meetings. Saturday morning was given up to hearing reports and other business. Later an address was delivered by William Trelease, director of the Missouri Botanical Gardens, and in the afternoon the delegates were his guests at the gardens. The convention was well attended and meetings full of spirit.

Colleges and Schools Meet.

The twenty-first annual convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, which met at the College of the City of New York on November 29 and 30, offered as usual a program filled with well-known names. All meetings were held at Townsend Harris Hall. On Friday morning the address of welcome was delivered by President Finley of the City College, and the response by President Wilson of Princeton. The topic of the morning, "The Influence of the Present Methods of Graduate Instruction upon the Teaching in the Secondary School," was discussed by Dean Balliet of the New York University School of Pedagogy, and Principal Meyers of the McKinley Manual Training School of Washington. After a luncheon tendered to the delegates in the gymnasium of the college, the afternoon session considered "Admission to College by Certificate." President Rush Rhees of the University of Rochester and Dean West of the Graduate School of Princeton spoke, and a report of the committee appointed to investigate the subject was made. At five o'clock a classical conference met.

In the evening the president's address was delivered by Dr. Woodrow Wilson, followed by a reception.

Saturday morning's meeting considered "Preparation for College as a Means of Education." Speakers were Dr. Baker of Tome Institute, and Miss Jessie E. Allen of the Philadelphia High School for Girls.

The business meeting and election of officers was held at noon.

New York teachers are strongly protesting to the Charter Revision Commission against any change which would do away with the minimum salary provision. The Interborough Council representing the different borough associations has asked that no change be suggested unless it be to increase the minimum salary schedules.

The Board of Education has taken another whack at the married teacher. Its by-law to prohibit teachers who marry from remaining in the system failed, because the courts would not support them in the matter. The by-law has remained as a dead letter, as the Board was unwilling to change its position. The invitation of the Charter Revision Commission to offer suggestions, was seized upon with avidity, and the following new section for the Charter was approved without a dissenting voice.

"No married woman shall be appointed to any teaching or supervising position in the day public schools in the City of New York unless her husband is, by reason of physical or mental disease, incapacitated to earn a livelihood, or has continuously abandoned her for not less than one year, prior to the date of her appointment, and satisfactory proof of such physical or mental incapacity or of such abandonment shall be furnished to the Board of Superintendents. A woman principal, a woman head of department, or any other woman member of the teaching and supervising staff who shall marry while in the service of the Board of Education shall thereby and thereupon forfeit her position and cease to be a member of such teaching and supervising staff."

City Teachers' Association.

The New York City Teachers' Association at its last meeting appointed a committee to prepare recommendations to lay before the Charter Revision Commission looking to the recommending of charter amendments to lessen the discrimination now existing between the salaries of the men and women teachers. At this meeting resolutions presented

by Van Eveni Kilpatrick, calling for the appointment of a committee to investigate the group system and other plans for class and school organization were adapted.

Joseph E. Rogers, principal of Public School No. 126, made an eloquent appeal to the teachers not to give up their membership in the association merely because they did not approve of the action taken in the matter of equal pay

New Commissioners.

Mayor McClellan has made appointments to fill the vacancies on the Board of Education.

Max Katzenberg, Manhattan, vice Randolph Guggenheimer, deceased.

Frederic R. Coudert, Manhattan, vice William N. Wilmer, deceased.

Dr. Charles E. Bruce, Manhattan, to succeed Frank L. Polk, resigned.

Arthur Somers, Brooklyn, to succeed Grosvenor H. Backus, resigned.

M. T. Sullivan, Bronx, to succeed John H. Barry, resigned.

The following appointments will take effect January 1:

Francis W. Crowninshield, Manhattan, to succeed John A. Wilbur.

Alexander Ferris, Brooklyn, publisher, to succeed George D. Hamlin.

Bernard Suydam, Queens, to succeed George E. Payne.

A Municipal University.

The Graduate Club of the Normal College has submitted to the Charter Revision Commission the following recommendations:

1. That the preparatory of high school departments of the Normal College and of the College of the City of New York be eliminated as integral parts of these two institutions.

2. That the Normal College and the College of the City of New York be consolidated and made the nucleus of a city university; and that they be placed under one administration head and one board of trustees.

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3. That a model practise school including all grades from kindergarten thru high school be retained in connection with the university for the practise side of its pedagogical work.

4. That in the plan of consolidation of the two colleges, the New York Training School for Teachers be included that the benefits of college and university life and training shall be thrown open to its graduates.

5. That the Normal College and the College of the City of New York be each administered by a dean.

Recommendations that women be chosen to the Board of Education were also submitted.

Beautiful Kindergarten Building.

On November 22 what is probably the most complete kindergarten building in

the world was dedicated. It is the building of the New York Kindergarten Association, erected at 524 West Forty-second Street thru the generosity of John D. Archbold, who, for some years past, had supported a kindergarten at No. 244 Spring Street in memory of his daughter, Frances Dana Archbold Alcott. The Forty-second Street structure is a more adequate memorial to her, and the Spring Street kindergarten has been moved to the fourth floor of the new structure.

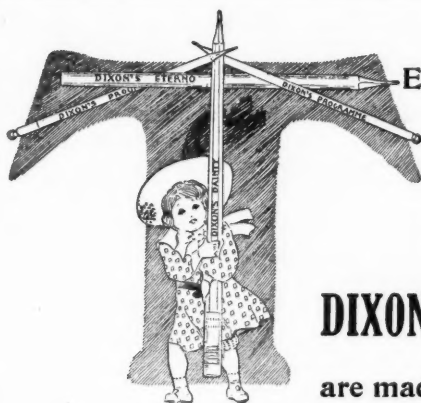
Essentially, it will be the headquarters of the association, but there will be three kindergartens on the upper floor, each with a capacity of fifty pupils. The building is of brick, with four stories and a basement. In the basement are included the motor-room, engine-room, ventilating supply plant, janitor's quarters, and a room for supplies of every sort utilized in the work of the thirty-six

kindergartens which come under the control of the association.

On the first floor are the offices of Miss Elizabeth Frazier, the secretary, and a "Mothers' Room," to which parents in bringing their children may take their charges, and where also they may meet the pupils when coming to take them home at the close of the session. There is also a large assembly hall on this floor.

The third floor contains one kindergarten of two rooms, the lunch room for the staff, the board room, and two sets of lockers, or one hundred lockers in all. On the fourth floor, in the rear, is the Frances Dana Archbold Alcott kindergarten, and there is also another kindergarten in the front portion of the floor.

Upon the roof is a garden, where, under the shade of leafy pergolas, the children may enjoy their milk and crackers provided at eleven o'clock.



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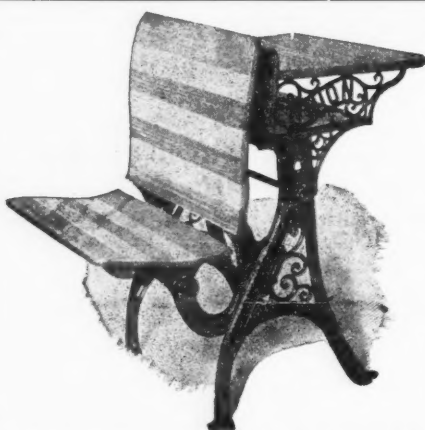
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Snow Stories.

When over the earth, all shivering, bare,
The sky drops down a thick white fleece,
We say that up in the clouds somewhere,
A little old woman picks her geese—
A feather here and a feather there,
Handfuls downy and soft and fair,
Gray while falling, but white below,
She flings to all the winds that blow.

But there are children over the sea,
Mid Scotland's rugged mountains bred,
Who, fond of a fairy tale as we,
Call it the fairies making bread—
Bread for their breakfast or their tea,
And say that they work so carelessly,
And scatter the wheaten flour so,
It powders all the winds that blow.

Which is the prettier legend, Ted?
The little old woman picking the geese,
Or the heedless fairies making bread?
Choose of the two which one you please,
And with tippet and overcoat and sled
Go out till your cheeks are rosy red,
And your whole little body all aglow!—
Feathers or flour, you like the snow.

—CLARA DOTY BATES.

Does Your Blood Beautify

or uglify? It must do one or the other. Blood that is pure sends a ruddy tint to the cheeks, keeps the skin fresh and clear, and beautifies the features. Impure blood makes the skin sallow, covers the face with pimples, blotches and blackheads, and uglifies the complexion. Your blood is what you make it or allow it to be—a beautifier or an uglifier.

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Bible and Political Economy.

At the semi-annual meeting of the Puget Sound Schoolmaster's Club, which recently met at Tacoma, Supt. F. B. Cooper of Seattle, in an address on "The Superintendent," said:

"Above every other method of fitting himself for his position, every school teacher and superintendent should read and master two books, the Bible and a good book on political economy."

For a National University.

The National Association of State Universities at its meeting at Washington appointed a committee to promote the cause of some form of governmental organization for the advancement of higher education. This committee will co-operate with a similar committee appointed by the National Educational Association. It is not expected that a large appropria-

tion for the founding of a national university will be made at the coming session, but the men back of the movement are hopeful that Congress will commit the government to the central proposition, and that in a year or two the funds necessary to carry out the plan will be forthcoming.

To Divide Peabody Fund.

The trustees of the Peabody fund have practically decided to make a final apportionment of the fund left by George Peabody forty years ago to build up education in the South. The founder stipulated that if after thirty years two-thirds of the trustees should deem it advisable, either the entire fund or its interest might be divided. The thirty years expired in 1897, but it was not thought wise to distribute the principal at that time, tho the income, has been given from

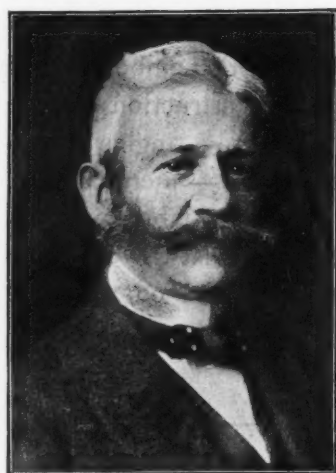
time to time to different Southern institutions.

There is about \$2,500,000, one million of which will probably go to the Peabody Normal College at Nashville, Tenn., if the institution fulfills certain conditions. The remainder will go to other institutions thruout the Southern States, either as unconditional gifts or with the stipulation that a like sum be raised by the institution.

For Shorter School Hours.

The Woman's Civic Club of Wheeling, West Virginia, has undertaken a campaign for shorter school hours. The Wheeling schools open at 9 A. M. and close at 4:15 P. M., with an intermission of an hour and a quarter at noon. This does not apply to classes below the fifth grade.

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To Have Industrial Schools.

Albany, N. Y., is preparing for the gradual introduction of an industrial course in its school system. The Board of Education has approved the plan and the Board of Estimate has made the necessary initial appropriation. The plan is to establish eventually several elementary industrial schools in various parts of the city, with an industrial high school to crown the system.

Manual training has had a place in the Albany schools for some years; the new plan is far more fundamental and far-reaching, and may be described as "manual training with an avocational purpose." It is designed to give boys and girls an intelligent basis and some degree of skill as a preparation for industrial work.

Principal Burks, of the Teachers' Training School, ably seconded by James F. McElroy, president of the Chamber of Commerce, has been the leader of the movement.

Fine School For Deaf.

W. H. Addison of Glasgow, one of the Mosely Commission who visited this country last year, has written a pamphlet entitled "Report on a visit to some of the American schools for the deaf." Mr. Addison considers American schools of this kind far superior to English schools.

The report concerning the work and methods of the Clarke School, at Northampton, Mass., is considerably longer and more circumstantial than any of the others, besides being commendatory to a degree that must be gratifying to the school and its friends. The report is in part the following: "This is the model oral school of America, if not of the world. It consists of about 150 pupils, who reside in halls named, respectively: Dudley, Baker, Rogers, and Clarke. There are not more than fifty pupils in each home, and the life they lead is made to approximate as closely to the family ideal as possible. The principal, the teachers, and the pupils all take their meals together, and the practice of speech is inculcated, therefore, both in school and out.

Want Night School.

The Lithuanian residents of Easton, Pa., have petitioned for teachers to instruct them in English.

Mr. Yosatis, a Lithuanian-American citizen, appeared in behalf of his countrymen. He stated that school tax was collected from his countrymen. They want a night school for the adults. There is only one Lithuanian child attending school, one of Mr. Yosatis'. The other applicants have no families. The Board of Education has reached no decision.

Hawaii's Mixed Schools.

President Thwing of Western Reserve University has brought back some interesting statistics as a result of his summer's study of education and conditions in Hawaii. Of the 150,000 inhabitants, about 21,000 are school children.

About 6,000 are of Asiatic origin—4,000 being Japanese and 2,000 Chinese—5,000 are pure Hawaiian, 3,000 part Hawaiian, 4,000 Portuguese, 1,000 of American parentage, the remaining 2,000 being divided between the British, the German, the Scandinavian, the Korean, the Porto Rican, and other peoples. For so small a number it is probably the most mixed school population on the face of the globe.

The teachers, too, present a wide range of nationality. In round numbers there are 700 instructors, half of whom are Americans and the rest are from the peoples just mentioned.

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Scottish Ballads. I.

Sir Patrick Spens.

The king sits in Dumferline toun,
Drinking the blude-red wine:
"O whare will I get a skeely skipper
To sail this new ship of mine!"

O up and spake an eldern knight,
Sat at the king's right knee—
"Sir Patrick Spens is the best sailor
That ever sailed the sea."

Our king has written a braid letter,
And sealed it with his hand,
And sent it to Sir Patrick Spens,
Was walking on the strand.

"To Noroway! to Noroway,
To Noroway o'er the faem:
The king's daughter of Noroway,
'Tis thou maun bring her hame."

The first word that Sir Patrick read,
Sae loud laughed he;
The neist word that Sir Patrick read,
The tear blinded his e'e.

"O wha is this has done this deed,
And tauld the king o' me,
To send us, out, at this time of the year,
To sail upon the sea?"

"Be it wind, be it weat, be it hail, be
it sleet,
Our ship must sail the faem;
The king's daughter of Noroway,
'Tis we must fetch her hame."

They hoyseed their sails on Monenday
morn,
Wi' a' the speed they may;
And they hae landed in Noroway
Upon a Wodensday.

They hadna been a week, a week
In Noroway but twae,
When that the lords o' Noroway
Began aloud to say:



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"Ye Scottishmen spend a' our king's
gowd
An a' our queen's fee."
"Ye lie, ye lie, ye liars loud!
Fu' loud I hear ye lie!

"For I hae brought as much white
monie
As gane my men and me—
And I hae brought a half-fou o' gude
red gowd
Out o'er the sea wi' me.

"Make ready, make ready, my merry
men a'!
Our gude ship sails the morn."
"Now ever alake, my master dear,
I fear a deadly storm!

"I saw the new moon, late yestreen,
Wi' the auld moon in her arm;
And if we gang to sea, master,
I fear we'll come to harm."

They hadna sail'd a league, a league,
A league but barely three,
When the lift grew dark, and the wind
blew loud,
And gurly grew the sea.

The ankers brak, and the top masts lap,
It was sic a deadly storm;
And the waves cam' o'er the broken
ship
Till a' her sides were torn.

"O where will I get a gude sailor,
To take my helm in hand,
Till I get up to the tall top-mast,
To see if I can spy land?"

"O here am I, a sailor gude,
To take the helm in hand,
Till ye get up to the tall top-mast;
But I fear you'll ne'er spy land."

He hadna gane a step, a step,
A step but barely ane,
When a bout flew out of our goodly
ship
And the salt sea it came in.

"Gae, fetch a web o' the silken claih,
Another o' the twine,
And wap them into our ship's side,
And letna the sea come in."

They fetch'd a web o' the silken claih,
Another o' the twine,
And they wrapped them round that
gude ship's side
But still the sea came in.

O laith were our gude Scots lords
To wet their cork-heeled shoon!
But lang ere a' the play was play'd
They wat their hats aboon.

And mony was the feather-bed
That flattered on the faem,
And mony was the gude lord's son
That never mair came hame.

The ladies wrang their fingers white—
The maidens tore their hair;
A' for the sake of their true loves—
For them they'll see nae mair.

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Established
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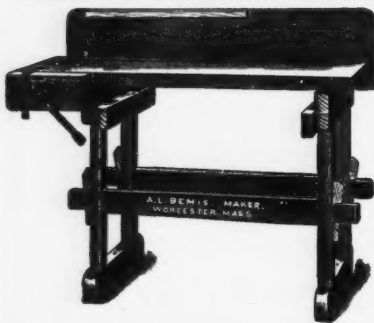


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O lang, lang may the ladies sit,
Wi' their fans into their hand,
Before they see Sir Patrick Spens
Come sailing to the strand!

And lang, lang may the maidens sit,
Wi' their goud kaims in their hair,
A' waiting for their ain dear loves—
For them they'll see nae mair.

O forty miles off Aberdour,
'Tis fifty fathoms deep,
And there lies gude Sir Patrick Spens,
Wi' the Scots lords at his feet.
(Minstrelsy of the Scottish Border.)

The firm of Todd & Todd announce that the increase of their business once more requires a change of quarters. They have moved their office in Minneapolis from 405 Fifth Avenue South to 325 South Sixth Street. The Todd Adjustable Hand Loom is known wherever the kindergarten is. Its simplicity and adaptability have made it a universal favorite.

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Spent \$300 on Doctors and Remedies, but Got no Relief—W r k : sten Impossible—
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"Up to a week or so ago I had tried many other remedies and several doctors, and spent about three hundred dollars, without any success, but this is to-day the seventh day that I have been using the Cuticura Remedies (costing \$1.50), which have cured me completely, so that I could work again to-night. My trouble was as follows:—Upon the limbs and between the toes my skin was rough and sore, and also sore under the arms, and I had to stay at home several times because of this affection. I had been suffering for eight years and have now been cured by the Cuticura Remedies within a week. I shall recommend it to my friends. Fritz Hirschclaff, 24 Columbus Ave., New York, N. Y., March 29 and April 6, 1906."

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